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ABSTRACT

The revised handbook provides specific references to the legislation and the National Migrant Program Guidelines, while setting forth the administrative procedures required for migrant projects in North Carolina. Specific topics of discussion in migrant program administration cover Public Law 89-750, state and local educational agency relationships, objectives and priorities of the state program, the criteria for approval of project applications, project revisions, and eligibility for enrollment. The steps in planning a migrant program, evaluating program activities, disseminating program information, and involving the parents and community are also included. Fiscal affairs, project personnel and staff development, and instructional and supporting services are additional areas of discussion. Forms used for various program levels are listed in the appendix. A related document is ED 063 999. (HBC)

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MIGRANT EDUCATION

ADMINISTRATIVE HANDBOOK

Migrant Education Section
Division of Compensatory Education North Carolina Department of Public Instruction

RC006936

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MIGRANT EDUCATION ADMINISTRATIVE HANDBOOK

Elementary and Secondary Education Act of 1965
Public Law 89-10

Migrant Education Legislation

Amendment to Title I
Public Law 89-750

Related Amendments
Public Law 90-247
Public Law 91-230
Public Law 92-318

North Carolina
Public School Laws

Migrant Education Section
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1973

CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 states, "*No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.*" Migrant programs under Title I of the Elementary and Secondary Education Act, like every other activity receiving financial assistance from the U. S. Office of Education, must be operated in compliance with the law, and with the rules, regulations and orders thereunder issued by the Secretary of Health, Education, and Welfare and signed by the President to implement them.

FOREWORD

Information contained in this revised handbook will provide guidance in the administration of migrant education projects. All of the local educational agency personnel who have a responsibility in the local migrant project should become familiar with this material and make use of it during the design, development, implementation and evaluation of the project.

There are many similarities in the guidelines for the regular ESEA Title I program and the educational programs for migrant children. For this reason, each person with administrative responsibilities in the migrant program should be familiar with the contents of the 1972 revision of Directions for Title I, Elementary and Secondary Education Act of 1965, prepared by the North Carolina State Department of Public Instruction.

Because of the mandate contained in the legislation, the differences in the policies and program guidelines of ESEA Title I and the migrant program, and the different administrative requirements of the programs, it is necessary to establish a basis for operating procedures and administrative functions which will satisfy the requirements of the Federal Law and the National Migrant Program Guidelines. This Handbook contains specific references to the legislation and the National Migrant Program Guidelines, and sets forth the administrative procedures required for carrying out a migrant project in North Carolina.

Since it is impossible to anticipate all of the questions which might arise concerning the administration of migrant programs, the State Migrant Education staff is available at all times to answer questions and to provide whatever assistance is necessary to the local educational agencies at any phase of their migrant project.

Appreciation is expressed to the Migrant Programs Branch of the U.S. Office of Education, the State migrant staff and the many local educational agency personnel who contributed to the development of this handbook and provided assistance in preparing the material for publication.

A. Craig Phillips
State Superintendent of Public Instruction

Revised, April, 1973

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INTRODUCTION

THE ATLANTIC COAST MIGRANT STREAM

A knowledge of the historical beginnings of the migratory labor system in our country will foster an understanding which is essential for working effectively with the children of migratory laborers. Migration from one farm to another and from one state to another in quest of employment has its roots in the labor system which developed in the South prior to the Civil War. Under the slave system, the dominant planter class invested the wealth acquired from the land in more land and more slaves while at the same time generally opposing property taxation for the general welfare and universal public education. After the Civil War the landowners had vast areas of land but no labor supply, while the labor force had no skills which would allow them to enter into the limited industrial enterprises of the region. This situation gave rise to the system known as sharecropping. Under the sharecropper system, the financial returns are marginal, and it is practically impossible for the sharecropper to rise above the bare subsistence level.

During the Great Depression years of the 1930's, farming interests in Florida began to cultivate winter vegetables and sugar cane. A person willing to work for one dollar per day might find employment in the fields, and many unskilled laborers from the surrounding states made their way into Florida. During periods of low employment, farm workers began to move northward from Florida along the Atlantic Coast, seeking employment as they moved. This movement developed into a cycle, moving from south to north during the spring and summer and north to south during the fall and winter. It also gave rise to the expression "on the season" which is commonly used by the Atlantic Coast migrant to denote that he is engaged in seasonal farm work.

Following the end of World War II, large numbers of servicemen returned to their homes and joined the labor force. At the same time there was a decline in defense jobs as industry began retooling for a peacetime economy. These factors brought about an increase in the number of migrant farm laborers in the Atlantic Coast Migrant Stream, as unskilled workers with limited education were unable to find employment, except in agriculture.

MIGRANTS IN NORTH CAROLINA

Many of the mainstream migrants who come to North Carolina "on the season" are recruited in Florida. They consider Florida their home base and return there after the end of the harvest seasons in the northern states. In addition to Florida, North Carolina's other principal sources of interstate farm workers are Mississippi, South Carolina, Virginia and Alabama. Generally, the stream of migrants flows northward in the spring and southward in the fall; however, the southward movement of some labor crews from Virginia to North Carolina during the summer months indicates that there are exceptions to the general pattern. Also, many workers engaged in migratory agricultural labor follow the crops from farm to farm and county to county within North Carolina and never leave the State. There is an increasing number of these intrastate migrants in North Carolina each year.

The number of workers available from North Carolina to work in other states has declined due to more job opportunities in the State. North Carolina does, however, supply labor to Florida's citrus and vegetable growers during the winter months, and the State also has an international agreement with the Canadian Department of Manpower and Immigration to furnish workers for the Canadian tobacco harvest. A table in the Appendix states the number of both intrastate and interstate migrants used to harvest the specific crops in North Carolina, the states from which the migrants come, the acreage harvested, and the period of activity.

THE HARVEST

Farming is North Carolina's greatest industry. Farmland covers nearly half of the State, providing $1.5 billion in income to the State's economy; and the sale of crops accounts for 55% of the State's farm income. This indicates how important the migrant's job is. Without him, the grower could not survive. In turn, however, the migrants need the harvest, whatever the pay, whatever the working conditions.

Because of the climatic and soil conditions in North Carolina, there is a variety of agricultural crops produced on a commercial scale. These are the crops which are harvested by migrant labor and include tobacco, the State's major crop, cucumbers, beans, potatoes, cabbage, tomatoes, corn, apples, sweet potatoes, peppers, blueberries, strawberries, peanuts, turnips, collards, and gladiolus. A table in the Appendix indicates the commercial crops grown in each of the counties having migrant education projects. Vast acreages of land are being developed in eastern North Carolina which are expected to greatly increase production of corn, soybeans and mixed vegetables.

Mechanization has taken place in several crops, mainly white potatoes, cotton, peanuts, corn, small grain and soybeans. The percentage of mechanization varies from area to area. The harvesting of peanuts has been mechanized about 95%; cotton mechanization statewide is about 85%; and corn, soybeans and small grain were totally mechanized in the commercial growing areas. Little mechanization has taken place in the harvest of mixed vegetables since they are harvested primarily for the fresh market. The use of mechanical tobacco stitching machines continues to increase, eliminating more barn workers. Machanical tobacco primers have been operated on an experimental basis, and complete mechanization of tobacco harvest is expected in the next several years.

Field workers in the potato harvest have been almost totally displaced by mechanization since growers have found the use of machines more economical than hand labor. There has also been an increase in the use of mechanical blueberry pickers, however, the need for hand pickers continues to be great.

MIGRANT CHILDREN IN NORTH CAROLINA

Since the passage in 1966 of the amendment to the Elementary and Secondary Education Act providing for improved educational opportunities for the children of migratory farm workers, there has been an increasing number of these children enrolled in special migrant educational programs within the State. In 1967, there were 548 children enrolled in the State's migrant programs. In 1968 the number increased to 941; in 1969 there were 1,050; in 1970 there

were approximately 2,500; in 1971 there was an estimated 3,000. In 1972, more than 6,000 children benefitted from the migrant education program in North Carolina. Accordingly, fiscal allocations have increased from $187,000 in 1967 to $1,240,000 in 1972.

A study of the migrant children in North Carolina indicated that of tne 2,837 children enrolled during the summer season of 1972, more than half were interstate migrants. Approximately 37% of the children were intrastate migrants, and approximately 10% were served under the five-year eligibility provision.

Approximately 90% of the migrant children served in North Carolina are black. The remainder are white and American Indian. English is the native language of most of the children, but approximately 5% speak only Spanish or use English as a second language.

As a result of migration, cultural background, and physical environment, migrant children share many of the following characteristics:

They are subject to a marked increase in fears in starting school.

They are able to achieve satisfactorily when their special needs are met.

They are shy and may feel unaccepted.

They are subject to more classroom tensions and pressures than the average student.

They generally come from a matriarchal culture.

Their concepts are limited because learning experiences at home have been restricted.

Their educational programs have had little or no continuity.

They are absent frequently, often because of lack of proper food and clothing.

Their access to dental and medical services is limited.

Their attendance in school is frequently interrupted because their parents move on to other crop harvests.

They have experienced little success.

Their needs for personal and vocational guidance are seldom met.

Their concepts of the value of learning are undeveloped.

They are two or more years educationally retarded due to their limited knowledge of English or to absence from school.

Their readiness for reading will come only after they have acquired the oral vocabulary.

Teachers lack an understanding of their historical and cultural background.

Their school and health records may not be transferred from one school to another.

They have little opportunity for remedial instruction taught by remedial teachers.

They seldom finish the eighth grade and rarely finish high school.

They lack experiences necessary for success in the classroom.

They are often mature in the areas of travel and adult association.

Their concept of sex and sex roles may differ from middle-class values.

Their families' incomes are very low.

They contribute to the family income at an early age.

They live in overcrowded, inadequate housing.

They have little opportunity for preschool educational experiences.

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Robert E. Youngblood

Robert E. Youngblood, Director
Migrant Education Program

CHAPTER I

ADMINISTRATION OF MIGRANT PROGRAMS

LEGISLATIVE MANDATE: PUBLIC LAW 89-750

Because the most deprived of all of the children enrolled in our schools were not receiving the benefits of the Elementary and Secondary Education Act, which was intended to assist the educationally deprived children, it became obvious that specific legislation was necessary to provide for improvement of educational programs for migratory children. Therefore, the Elementary and Secondary Education Act was amended by Public Law 89-750, which contains a mandate to provide education for migratory children. This act provides funds to State Educational Agencies:

> "To establish programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other States."

The law also states that: "A State educational agency or a combination of such agencies may apply for a grant for any fiscal year under this title to establish or improve directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers. The Commissioner may approve such an application only upon his determination--

> (A) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers, and to coordinate these programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of such children;
>
> (B) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under Part B of Title III of the Economic Opportunity Act of 1964; and
>
> (C) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives....[of the program as set forth in the act]."

The law also provides that the Commissioner shall not finally disapprove an application of a State educational agency except after reasonable notice and opportunity for a hearing.

One provision of the act is that "if the Commissioner determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of

this subsection in one or more States, and for this purpose he may set aside on an equitable basis and use all or part of the maximum total of grants available for such State or States."

In accordance with the provisions of Public Law 89-750, the State educational agency submits its State plan for migrant education and application for funds to the U. S. Office of Education. Approval of the plan is the responsibility of the Office of Education, but the responsibility for the administration of the program rests with the State, and specifically with the Migrant Education Section of the Division of Compensatory Education, Department of Public Instruction.

STATE AND LOCAL EDUCATIONAL AGENCY RELATIONSHIPS

Upon approval of its plan for migrant education, the State accepts the responsibility for funding the local programs on the basis of the estimated number of migrant children, the special needs of these children, the degree of cooperation, coordination and assistance from other sources in meeting these needs, and the ability of the local educational agencies to provide the services described in their proposals.

Accordingly, the local program must be planned so that it will unite all available resources, including State, local and ESEA Title I funds to provide a unified approach in meeting the special needs of migrant children. For instance, migrant children are entitled to the basic State educational services, but many are also eligible for services under ESEA Title I.

In addition, other State and local agencies may provide free services to migrant children. It should be made clear *that migrant funds are to be used to supplement and not to supplant any of these other services.*

Although the State is responsible for funding the local programs and providing consultant services and supervision, the responsibility of carrying out the program rests with the local educational agency.

OBJECTIVES OF THE STATE PROGRAM

The basic objectives of the migrant program, based upon the identified needs of the migrant children, are established at the State level. Local educational agencies should plan their programs using objectives which are in harmony with the State objectives which are as follows:

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function on a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding in order to improve mutual understanding and appreciation of cultural differences among children.

Supporting Services

7. Develop in each program a conponent of interstate and intrastate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are listed in order as follows:

1. Summer Programs for Interstate and Intrastate Migrants
Summer school programs for school-age migrant children have first priority in the migrant education program. Generally less restricted to a predetermined curriculum, they attempt to utilize an experience-based, non-textbook approach to learning. Most of the programs are operated as separate projects with migrant education funds as their primary source of support, but may be integrated with some other summer school program (ESEA Title I or local district program) operated in the school. Such integration is encouraged because services can be coordinated and the social isolation of the migrant child is alleviated through contacts with non-migrant peers.

2. Regular School Term Programs for Interstate and Intrastate Migrants
Migrant children enrolled in the regular school program should benefit from all appropriate activities available, regardless of the source of

financial support. Migrant education funds may be used by those school administrative units operating a migrant education project to supplement and extend the services to migrant children which are not provided through other sources of funding. These extended services may take the form of extra personnel--classroom aides, reading, counseling, speech or other specialists--who work directly with the migrant children or free the t teacher to work with them. State priorities will determine the amount of funds available for regular school term projects.

3. Staff Development Activities
Pre and inservice education opportunities are provided as a part of the State Migrant Program. For further information refer to Chapter III.

4. Migrant Student Record Transfer System
Transfer of student records is a part of the mandate contained in Public Law 89-750. Refer to Chapter IV for a complete description of this activity.

5. Migrant Education Center
The State Migrant Staff has developed a Center at Grifton, North Carolina, which serves as a satellite unit of the State Office and carries out some of the details of the statewide program for migrant children. Among its resources are facilities for staff development activities, headquarters for the mobile vocational educational units, and housing for the teletype terminals of the Record Transfer System and a collection of instructional films and filmstrips (see Chapter IV).

6. Mobile Vocational Instruction Program
The State operates two mobile classroom units which are designed and equipped to teach automotive engine tune-up fundamentals. These trailers may be moved from one school to another. Each unit is equipped to accommodate a class of ten and, on the basis of five classes per day, will accommodate fifty students at one time. The course is thirty hours long. The instructor travels with the unit, is a part of the local faculty to which he is assigned, and is paid through the State migrant project.

Any school unit having migrant students who would profit from this type of instructional program may schedule one of the units by writing the Migrant Education Center, P. O. Box 948, Grifton, North Carolina 28530, or calling 919/524-5131.

7. Services for Students Eligible Under the Formerly Migratory Provision (Five-Year Migrant)
Section 507 of Public Law 92-318 states that "such children who are presently migrant, as determined pursuant to regulations of the Commissioner, shall be given priority in the consideration of programs and activities contained in applications under this section." Therefore, migrant education services for children under the five-year eligibility provision have the lowest priority. The State Migrant Office will determine the extent to which formerly migratory children may participate in programs designed for migrant children.

APPLICATION FOR A MIGRANT PROJECT

The local educational agency seeking funds for a migrant project submits five copies of the project application to the Migrant Education Section, State

Department of Public Instruction. The complete application consists of a detailed description of the proposed program, its dates and hours of operation, objectives, anticipated number of children to be served, schools in which the program will operate, personnel to be employed, list of equipment to be purchased, inventory of equipment purchased under previous migrant projects and a proposed budget to carry out the program described. Application forms are available from the Migrant Education Section, State Department of Public Instruction, Raleigh, North Carolina 27611.

Procedures for the preparation and approval of the project application are as follows:

1. LEA and SEA personnel identify the migrant children in the school district and estimate the number to be enrolled in the program.

2. LEA personnel conduct a needs assessment to determine the special needs of the children.

3. LEA and SEA personnel and the local Parent Advisory Council jointly design a program to meet the identified needs of the children.

4. LEA and SEA personnel develop plans for program activities and a budget for implementing the program.

5. The LEA submits its project application to the State Migrant Education Office.

6. The Migrant Education Reviewing Committee reviews the project application.

7. The ESEA fiscal affairs section reviews the project budget.

8. The LEA modifies the project proposal according to any recommendations made by the Reviewing Committee.

9. The State Director of Migrant Programs issues project approval.

CRITERIA FOR APPROVAL OF PROJECT APPLICATIONS

In order to assure that the intent of the law is met, each migrant project must meet the following criteria before it is approved for funding:

Needs Assessment - Project objectives and activities must be based upon an assessment of the special educational needs of the migrant children.

Objectives - Major objectives of the project must be stated in terms of expected changes in the achievement and performance of specified groups of migratory children. Each objective must be stated in specific and behavioral terms with a parallel listing of instruments to be used in measuring the progress toward the objective.

Special Educational Services - Project activities to meet the special educational needs of the migrant children must be developed jointly by the SEA,

LEA and Parent Advisory Council. Each project should provide, within itself or within the educational program which is supplemented by the project, direct instructional services to eligible migratory children.

Size, Scope and Quality - Projects must be of sufficient size, scope, and quality to assure substantial progress toward meeting identified major needs of participating children.

Coordination with Local, State and Other Federal Efforts - Each proposal must specify the nature and extent of proposed coordination with local, State and other Federal programs and agencies which has been affected in the development of the programs.

Commitment to the Migrant Record Transfer System - Each project application must state its commitment to follow the rules and procedures of the Migrant Record Transfer System and must specify the name of the individual responsible for transmitting student data to the teletype terminal operators.

Evaluation - Each project must contain provisions for evaluation. Projects that provide direct instructional services must be evaluated in terms of the impact of such services on the educational achievement of the children served, and in terms of other major project objectives. Projects that do not provide direct instructional services within themselves, must be evaluated in terms of their impact on the instructional program which is supplemented by the project, as well as in terms of other stated project objectives.

Dissemination and Reporting - The manner and extent to which information about the project will be communicated to others shall be specified, and assurance given that the applicant will make such reports as are required by the State educational agency.

PROJECT REVISIONS

Any substantial change in program activities and any changes involving the project budget must have prior approval from the State Migrant Education Director. A local educational agency may request a revision of its migrant project by submitting an amendment to the State Migrant Education Office. Refer to the sample amendment to project budget in the Appendix.

ELIGIBILITY FOR ENROLLMENT

Definition of a Migratory Child

For purposes of identifying eligible participants in projects for migrant children, "a migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning." The term "guardian" includes a legal guardian or other person in *loco parentis*. Accordingly, it is the stated opinion of the U. S. Office of Education that a minor child who moves from one school district to another with a crew leader is eligible to participate in migrant education programs since the crew leader is for all practical purposes acting in *loco parentis*.

Interstate Migrant
A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Intrastate Migrant
A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Formerly Migratory (Five-Year Migrant)
A child who has been an interstate or intrastate migrant as defined above but who has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

In keeping with the intent of Public Law 92-318, State priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children. Projects cannot be designed and funded for children in the five-year eligibility category. It should be emphasized that the only purpose of extending the eligibility period for five years is to admit formerly migratory children, with the concurrence of their parents, into an *established* program and to provide children already in the program with continued services after they have ceased to migrate. In no case shall the extended period of eligibility exceed five years.

Age Limitations
Migratory children may be enrolled in educational programs from kindergarten through grade 12, but not exceeding 21 years of age.

Eligible Agricultural Activities

- Cotton farming and related activities such as ginning.
- Tobacco growing and related activities such as warehousing.
- Farm activities related to field crops such as alfalfa, broomcorn, flax, hops, peanuts and sugar beets.
- Orchard activities related to fruit and nut trees and vines including sorting and picking.
- Farm activities related to the production of vegetables including sorting, freezing, and canning.
- Farm activities related to the production of milk and other dairy products not including commercial dairies not located on a farm.
- Farm activities related to the production of poultry and poultry products.
- Farm or ranch activities related to the production of livestock and livestock products.

- Farm activities related to horticultural crops such as bulbs, flowers, plants, shrubbery, trees, herbs, mushrooms, seeds and sod crops.

Among the activities which do not meet the agricultural requirement contained in the definition of eligibility of migratory children are forestry and fishery activities.

PLANNING A MIGRANT PROGRAM

The logical steps in planning and implementing a migrant project are as follows:

Identifying Migrant Children

The estimate of the number of children to be served in the program should be based upon the best information available. Enrollment in previous programs is one indicator which should be used. This information is available in the office of the LEA. In addition, the project director should contact the Farm Placement Representative at the Employment Security Commission, members of the Parent Advisory Council and any other individuals and agencies which will be in a position to assist in arriving at a reasonable estimate of the number of migrants in the area (See booklet "Serving Migrant Families").

Recruiting Migrant Children

The first step in recruiting children is to secure the interest and cooperation of the growers in the area. These people can be quite effective in establishing rapport between the migrant and the school. For summer school they should be contacted during the late winter or early spring. This would make it possible for them to inform the crew leaders that summer schools will be in operation in their areas. Crew leaders who prefer stable family groups to unattached migrants can use this summer school program to induce parents to bring their children with them rather than leave them with relatives. Thus, the growers may be the key people in helping to keep migrant families intact. Several local service agencies may cooperate with the director by furnishing information, locating migrant camps and family units in the area, and estimating the number of migrants expected and the approximate dates of their arrival. (See booklet "Serving Migrant Families").

Assessing Needs of Migrant Children

After the number of children in the project is established, the special needs of the children must be determined. Some of their general needs are as follows:

Academic - Because of a high degree of mobility, school attendance has been very limited for most migrant children. Since their level of achievement is usually correlated with school attendance, many of these children have missed enough school by age 12 or 13 to place them 2 or 3 years behind other children of the same age. As a group, they constitute the greatest single source of illiteracy in America today.

Health - The migrant child seldom sees a doctor. Pinworms and diarrhea are frequent among migrant children along with other common untreated ailments, including impetigo and other infectious skin diseases, acute tonsillitis, iron deficiency anemia, parasites and insect bites. Some of the factors con-

tributing to these health problems are overcrowded living conditions and inadequate sanitary facilities.

Nutritional - A poor diet condemns a child from the start. Many migrant children have no milk to drink for long periods of time and their diet consists mainly of inexpensive foods such as corn meal, rice, beans and peas. Because of this they are prone to severe iron and protein deficiencies.

Physical - Some migrant children come to school in clothing that is in deplorable condition. Many stay away from school because of self-consciousness about their clothing and their lack of bathing facilities.

Social - The migrant child is often shy and may feel unaccepted. He is also subject to a marked increase in fears as he enters school. He does not possess many of the so-called basic social amenities. In fact, many do not even know how to use silverware properly. These characteristics result from a lack of contact with both peers and adults from other segments of society, and social and cultural isolation of the family as it constantly moves from one community to another.

Emotional - Generally the migrant child comes to school with a negative concept about himself and his capabilities. He feels insecure, inferior, rejected, and threatened as he confronts the classroom environment. Until he begins to feel that he is important as a human being, that he has a history of which he can be proud, that his people have dignity, and that he is liked and accepted, he cannot achieve the feeling of security which is necessary before the learning process can begin.

Pre-vocational and Occupational - Few migrant children remain in school long enough to complete a high school education. Because of this and the movement from one school to another there is little likelihood that the migrant child will have an opportunity to have any instruction in pre-vocational courses or to develop any occupational skills in such areas as homemaking, sewing, cooking, welding, automobile mechanics, sheet metal work, bricklaying, electrical work, small engine repair or any of the other occupational areas which would be of interest to the migrant youths.

Guidance - Because many of the older migrant children become school dropouts, there is an obvious need for guidance services to be extended to all the children enrolled in the migrant project, particularly in those projects enrolling secondary school-age migrants. Of particular importance to migrant youth are counseling services related to family planning and vocational choices.

Pre-School - The needs of preschool migrant children are generally related to lack of readiness in the areas of social, emotional, psychological, and physical development. Because of their cultural isolation and dependency upon their siblings for security, they have a fear of facing a new environment or situation.

Cultural - The migrant child is isolated from the rest of society because of his migratory pattern of living. Many migrant children are unable to understand their cultural backgrounds or appreciate the contribution their families are making to a society which has isolated them into a separate subculture. Neither are they able to understand the racial and cultural backgrounds and the importance of interaction with people of cultures different from their own.

Developing Project Objectives

Keeping in mind the needs of the children as they are identified by the local needs assessment, the local migrant project should establish specific objectives which can be evaluated in terms of the impact of the program on the performance of the students. These objectives should be stated as precisely as possible so that evidence of change may be systematically measured or observed and recorded. They should also be in harmony with the State program objectives and the mission of the national migrant program.

Some examples of objectives which would be appropriate for a local migrant project are listed below. These are only a few of the objectives which might be used by a local educational agency and should be considered as samples of the type of objectives expected in the local project application.

(1) At least 70% of the migratory children enrolled in the program for one school year will show seven months of progress in the basic skills as measured by the California Test of Basic Skills.

(2) By the end of the course, each migratory child will demonstrate his understanding of traffic safety rules by identifying ten (10) highway signs by shape, color and design.

(3) By the end of the program, eighty percent of the migratory children will show significant progress in reading as measured by the Botel Reading Test.

(4) By the end of the program each migratory child enrolled in the program will show a positive change in self-concept as indicated by the Migrant Student Growth Sheet.

(5) After one week of instruction, each migrant child will demonstrate a practice of good health habits by taking showers, changing clothes and brushing teeth daily.

(6) After six weeks in the program, each pre-school migrant child will show growth in social and emotional maturity as indicated by the Migrant Student Growth Sheet.

(7) By June 1, each migrant child will demonstrate improvement in manual dexterity through the construction of at least two three-dimensional objectives.

(8) By August 1, each teenage migrant girl will begin to develop or will improve basic sewing skills by constructing a simple garment.

(9) By July 15, each teenage migrant boy will begin to develop at least one occupational skill by participating in laboratory or shop activities.

(10) Prior to the end of the program, each migrant child will participate in the health screening conducted by the project nurse.

Planning Project Activities

The specific plan to achieve the stated objectives of the project should (a) include a detailed description of each major activity, and (b) focus on the precise resources, methods, and procedures to be employed in carrying out the activity, including staff and inservice training requirements, facilities, equipment and materials.

Some recommendations which may serve as guides in planning and implementing successful migrant projects are listed below. In addition to the suggestions listed, it is strongly recommended that program planning committees consider recommendations made in previous program evaluation reports.

(1) Each program of substantial size should have a migrant project director who keeps in close contact with the daily operation of the program.

(2) Instructional programs should be tailored to the learning styles of migrant children by placing emphasis on physical involvement and building feelings of security and self-esteem.

(3) Learning activities should emphasize positive aspects of the migrant's subculture.

(4) Adequate health services should be provided in each project.

(5) Instruction in personal hygiene should be realistic in terms of the children's living conditions.

(6) Each project should provide food services to the children enrolled.

(7) All evening programs for migrant youth should begin with a nutritious hot meal.

(8) Each project should include one meal function to which the parents are invited.

(9) Children should assist in the selection of clothing provided for them through the project.

(10) Each child should be provided with a personal health kit and opportunities for its use under teacher supervision.

(11) Each classroom should have reading materials for a wide range of abilities.

(12) Preschool and primary school children should have an adequate supply of materials and equipment such as puppets, puzzles, blocks, tools and other items for instruction and creative play.

(13) The programs should be planned to operate for the entire period of time that the migrants are in the community. Many programs will operate for six weeks, some may last only three or four weeks and some may be extended to eight or nine weeks. The elementary school program should extend for a full day, or at least six hours, exclusive of the lunch hour.

(14) Special programs for youth which are conducted in the evenings and on weekends should be scheduled so that they do not conflict with the students' responsibilities as members of the migrant crew.

(15) The staff should have the opportunity to rate the effectiveness of the administration.

(16) Maximum use should be made of aides.

(17) An orientation period for the staff should be provided.

(18) Local staff development activities should be included in each project.

(19) Forms and reports to the State office should be tendered promptly and accurately.

(20) Special attention should be given to the procedures of the National Student Record Transfer System.

Promoting Program Coordination

It is extremely important that the program operated by a local educational agency with regular Title I funds and the program operated by that same agency on behalf of migratory children be carefully coordinated. In fact, where it seems possible to do so and would best serve the children, the program should be operated on a cooperative basis with the State educational agency making the migrant funds available for the support of that portion of the program which it deems will match the extra obligation placed on the school district by the presence of migratory children.

It is also important that services provided by the migrant education project be coordinated with services provided by other governmental departments and private non-profit agencies providing services to migrant families. This kind of coordination will make it possible to use all available resources with maximum efficiency in meeting the needs of the migrant children. For example, it would be desirable for local directors to locate day care services, sometimes provided by other agencies, for children under four years old so that older children in the family would not have to care for them and would be able to enroll in the educational program. Unfortunately, under present circumstances, the migrant program itself cannot provide such services.

EVALUATING PROGRAM ACTIVITIES

Evaluation is a continual process, which must be performed periodically and consistently if a cause-effect relationship is to be identified between what the teacher does and how the student responds. Evaluation reinforces good teaching by identifying the teaching procedures and materials which yield the greatest benefits. The greatest beneficiaries of effective evaluation are therefore the teachers and students concerned. Provisions for evaluation are required in every migrant education project. Some of this evaluation may be subjective in nature, some may be fragmentary, some may

be intuitive, and some may be based on changes observed in student behavior, but all such assessments should be considered in the total evaluation of the project activities. However, subjective evaluation is only supplemental to the objective measurements of progress which are required by Federal regulations.

DISSEMINATING PROGRAM INFORMATION

The local educational agency should provide the local news media with information on the migrant project, including human interest stories, photographs and other items related to project activities. An informed public will tend to be an interested public and will hopefully support the program in action.

Information about modern developments, program activities of an innovative nature, educational research findings and other significant program information should also be shared with the teachers and administrators in the local educational agency and with the State Migrant Education Office. This information may be disseminated through professional staff meetings, workshops and seminars, professional libraries, newsletters, staff development conferences, and press releases to news media (newspapers, radio and television).

Upon request, copies of any official document or other migrant related information must be made available to any interested person or agency at a reasonable cost. The only exception to this regulation is that individual pupil performance records must be kept in confidence.

ADVISORY COUNCIL

Each administrative unit should have a Parent Advisory Council composed of migrant parents and individuals representing agencies directly involved in providing services to migrants. The purpose of this council is to keep its member agencies informed of programs and services presently available to the migrant population, and to assist in planning the migrant education program. Representative agencies and individuals involved on this council might be the local Health Department, Department of Social Services, Department of Mental Health, Community Action Agency, Grower's Association, Farm Labor and Rural Manpower Service in addition to the migrant workers themselves, and any other agencies, organizations and individuals serving farm migrants. Migrants and former migrants who have settled in the community should constitute at least a simple majority of the council. The council may have regularly scheduled meetings or may meet informally. In either case there should be a free flow of information among the agencies represented so that programs can be coordinated and duplication of efforts may be minimized.

PLANNING COMMITTEE

At the time that the amount of funds available to the local units for carry-

ing out migrant projects is determined, the State Director of Migrant Programs will contact each local project director and arrange for a planning conference. Personnel from the State Migrant Education Section will work with the planning team from the local unit in estimating the number of migrant children to be served, determining the needs to be met and designing a program which will meet these needs. Consultants and program specialists from the Divisions of Planning, Research and Program Services may be called upon to assist in planning program activities and evaluation procedures. Assistance from these specialists is available both in the planning phase and during the operation of the project.

PARENTAL AND COMMUNITY INVOLVEMENT

Continuing parental involvement in the program may be obtained through friendly contacts with parents. These contacts are important in establishing rapport, in helping the parents as well as the child to adjust to school, and in improving attendance in the school program. Home visits by the teacher, attendance worker, counselor or other personnel can be made to enroll children in school, to determine causes of absences from school, to become acquainted with the parents, or to learn of home conditions.

Invitations to visit the school and teachers whenever necessary should be part of the contacts made between the school and parents of migrant children. Letters and informal notes are also helpful in increasing the interest of the parents in sending their children to school regularly. Informal notes can be used to inform parents of school activities and programs, to announce services offered by the health department, to obtain additional information for school records and to recognize and praise the child for a school activity he has done well. Brief notes or comments on the margins of written papers which the children take home to the parents are other means of communication.

In addition to parental involvement, the community itself can play an important role in the migrant education project. For example, community action organizations may assist in transportation for the ill, emergency food and clothing, and financial aid. Various businesses and citizens in the community may contribute clothing, magazines, literature, sewing materials, personal care items, and blank checks and other forms for practice. Some individuals may be willing to serve as teacher helpers or chaperones for field trips and recreation, and some may even donate their time to teach courses such as sewing, music and recreation. This kind of involvement may depend on the extent to which the public is informed about the project.

TITLE TO EQUIPMENT

The law requires that title to all equipment purchased under the migrant program remain with the State Migrant Education Office. It is expected that all equipment in the school will be used as required in the migrant project. Therefore, most of the equipment necessary for the migrant program should be available through the LEA. In some instances it may be necessary to purchase an item of equipment in order to meet the special educational needs of the children enrolled in the program. Each item of equipment to be purchased under a migrant education project must be listed on the project application and approved by

the State Migrant Education Staff prior to its purchase.

Since the title to all equipment purchased under a local migrant project rests with the State Migrant Office, it may be necessary at times for the State Director to relocate equipment items from one LEA to another when the use of the equipment in the LEA in which it was purchased can no longer be justified on the basis of its use in serving migrant children.

Project equipment may be used in schools that are eligible for projects provided it is used for the same purposes for which it was originally intended and approved.

EQUIPMENT INVENTORY

Inventories of equipment purchased by administrative units must be maintained on all items for the useful life of the equipment or until some disposition of the equipment has been made. The inventories must also include all items of equipment temporarily placed on the premises of or in a private school. A copy of the inventory of all equipment purchased under previous migrant projects must be submitted with each project application.

CHAPTER II

FISCAL AFFAIRS

ACCOUNTING BASIS TO BE USED

All administrative units will use the obligation basis of accounting in maintaining fiscal records and reporting expenditures under Title I migrant projects. Use of funds for these projects will be determined on the basis of documentary evidence of binding commitments for the acquisition of goods or property, for construction or for the performance of work, except that expenditures of funds for salaries and travel shall be determined on the basis of the time for which such salaries were paid or such travel performed. In order to establish a reference number and to encumber the expenses at the time an obligation is incurred, an obligating document must be issued for all expenditures other than salaries and travel.

Obligating documents may be issued by an administrative unit from the "date of approval" until the "ending date" of the project, provided they are for services and activities to be carried out prior to the close of the project and are charged to the fiscal year in which the project was approved.

Obligating documents may be issued during the months of July and August of the next fiscal year if the "ending date" of the project covers these months. This will permit financing a summer project with grant funds available for the year in which the project is approved. Obligating documents must be issued during August for any payments to be made after August 31 for expenses incurred prior to the ending date of the project, including travel and salaries, to be paid in September.

RETENTION OF RECORDS

All records relating to grants or the expenditure of such grants must be kept for five years after the end of the fiscal year in which the transaction occurred, or until the educational agency is notified that such records are not needed for administrative review. There is only one exception —— records pertaining to any claim or expenditure which has been questioned must be maintained until necessary adjustments have been made, reviewed and approved by the Department of Health, Education and Welfare.

DISBURSEMENTS AND BANK ACCOUNTS

Based upon the Disbursement and Estimated Requirements of Federal Funds Report, an advance of funds on a weekly basis will be made to cover estimated disbursements for each approved project. A State voucher payable to the Board of Education will be mailed to the local educational agency. This State voucher will be deposited as a receipt in the local bank account. It may be deposited either in the local Current Expense Fund or in a separate account established for the migrant education program. In either case, the local educational agency will disburse these funds for approved project activities in accordance with the provisions of G. S. 115-90 (2).

LEDGER ACCOUNTS

Separate ledger accounts must be maintained for each project. The Division of Auditing and Accounting has designed 8 1/2" X 11" ledger account forms which it recommends for all approved projects under Title I of the Elementary and Secondary Education Act of 1965. They will be furnished to any local educational agency which desires to use them. If an LEA prints its own forms in order to assure compatibility with its machine operation, the locally printed forms must carry the same information as the forms provided by the Division of Auditing and Accounting.

The ledger accounts for each project will remain active until the final completion report on the project is filed.

The ledger account forms available from the Division of Auditing and Accounting are:

1. Total Project Control Ledger, Form 18AA-71 (Instructions for maintaining this account and a sample copy of the ledger are in the Appendix).

2. Budget Control Ledger, Form 18AA-73 (Instructions for maintaining this account and a sample copy of the ledger are in the Appendix).

3. Subsidiary Ledger of Detail Expenditure Accounts, Form 18AA-74 (Instructions for maintaining this account and a sample copy of the ledger are in the Appendix).

CARRY-OVER PROVISION FOR MIGRANT FUNDS

Public Law 91-230 authorizes the State Educational Agency to carry over migrant funds from the fiscal year for which they were appropriated to the next succeeding year. There is no provision for carry-over of migrant funds at the local educational agency level. Since the LEA cannot obligate funds after the "ending date" of the project, and in order for the State Director of Migrant Programs to make the most effective use of all available funds, it is imperative that local project budgets be reviewed at the end of the project period and all unobligated funds be returned to the State Migrant Education Office.

In the event the local project director does not return any unobligated funds within 30 days after the conclusion of the project, the State Migrant Office will reduce the amount approved for the local project budget by the amount of the unobligated funds and the local project director will be required to submit an amendment reflecting such reduction in the project budget by expenditure categories.

LIQUIDATION OF OBLIGATIONS

If the final payment for a previously reported obligation for a local project is not completed before the end of the fiscal year following the fiscal year in which the project was approved, the unliquidated (unpaid) portion of the obligation must be cancelled. There may be no Federal financial

participation in such costs extending beyond this period, except in the case of construction costs where the nature of the construction will determine the length of the payment period.

TRANSFER OR REALLOCATION OF FUNDS

Neither before nor after project approval may the State or the local administrative units transfer or reallocate funds allotted to one administrative unit to another. This, however, does not preclude participation of administrative units in cooperative projects.

COOPERATIVE PROJECTS

In the event two or more administrative units decide to submit a proposal for a project under cooperative auspices, the actual administration of the project must be delegated to one of the administrative units. The amount of funds necessary to carry out the program will be allocated to the administrative unit responsible for program administration. The administrative unit designated to administer the project will become custodian of all project funds and will assume all responsibility for the proper accounting and maintenance of fiscal records for such funds.

DEVIATION IN UTILIZATION OF PROJECT FUNDS

Obligations and disbursements on each project will be controlled by the budget contained in the project proposal. The total amount of funds approved for the project may not be exceeded. If additional funds are required for approved program activities, a request for budget amendment should be submitted to the State Director of Migrant Programs.

When there are deviations in the utilization of project funds varying by 10% under the *total amount approved* for a project, the administrative unit will also request the approval of the State Director of Migrant Programs.

No approval will be required for deviations in the utilization of project funds varying less than 10% over or under the *amount approved for budgeted line items* within the project. Any deviation in excess of 10% of the *approved budgeted line items* will require approval of the State Director of Migrant Programs.

ADJUSTMENTS DUE TO OVERPAYMENTS

Any funds advanced to the LEA in excess of the amount needed for approved project costs shall constitute an overpayment and shall be refunded to the State Board of Education by check. The LEA will be advised of the procedure to follow. Also, any audit exceptions sustained by the State from the findings of local or State auditors, or by the U. S. Commissioner of Education from the findings of Federal auditors, shall constitute an overpayment.

PROJECT EXPENDITURES

Migrant funds may be used for such expenditures as are reasonably necessary to carry out an approved project. The program or project expenditures may include a wide range of items such as salaries, staff travel, pupil transportation, equipment, instructional supplies, training of personnel, and payment of utilities. Each project or the program the funds supplement must provide sufficient direct services to migrant children to give reasonable promise of substantial progress toward meeting their special educational or related needs. Only those expenditures which are directly attributable to the migrant education program are to be included in the application.

All administrative unit projects to be financed with funds appropriate for a particular fiscal year must be approved by the Director of Migrant Programs by June 30 of that fiscal year, and the "ending date" for the completion of the project can be no later than August 31 of the following year.

Migrant program funds shall not be available for use by that administrative unit with respect to obligations incurred by the administrative unit prior to the date of the project approval by the State Director of Migrant Programs.

> Expenditures of any kind which are not covered by an approved application or an approved written amendment to a project, are not permitted and, if made, must be disallowed at the time of an audit.

Purchase of Equipment and Supplies

Expenditures for equipment can be justified when (1) it is established that the equipment is essential to the provision of services to migrant children, and (2) the applicant has a staff trained to use the requested equipment or has made provision for adequate staff training in the use of such equipment. All projects providing for the purchase of equipment must also provide direct instructional services to participating migrant children either as a part of the project or as a part of the program supplemented by the project. Equipment previously acquired with P. L. 89-750 funds must be accounted for in a documented inventory by the LEA, and will be taken into consideration by the State educational agency in its review of local project applications.

It is expected that every effort will be made to obtain the proposed equipment and necessary supplies at such a time during the course of the project that they can be effectively used for the purpose for which they were intended. The provisions of G.S. 115-52 apply to purchases under migrant projects. In making purchases, the procedures outlined in Part VII of the Purchasing Manual issued by the Purchase and Contract Division of the Department of Administration must be followed.

Repair of Equipment

Costs for the repair of equipment purchased under an approved project are allowable expenditures, provided that the equipment is being used in a current approved project. However, it is expected that proper care and maintenance will be exercised in the case of equipment purchased through

project monies in order to minimize expenditures for repairs.

Insurance for Equipment

Where State Educational Agencies, local educational agencies, and participating schools carry insurance against theft, fire, and vandalism, items purchased under project funds normally will be included automatically under the terms of such insurance. If equipment purchased under the migrant project is not covered by such a policy, expenditures from project funds for suitable insurance is permitted. In the case of uninsured equipment purchased from project funds, the grantee shall be held liable for any loss or destruction through negligence on his part.

Audit Costs

The cost of the audit is applicable to a current fiscal year project. The purchase order or contract should be issued prior to the ending date of the project and recorded on the "Record of Project Transactions" as an obligation for the current fiscal year.

Pupil Transportation

Expenditures for transportation of migrant pupils under certain conditions are permissible. Ordinarily the transportation involved is that of pupils from the campsite to their school and to such educational sites as museums, places of historical or scientific importance, or the location of off-campus project activities. Usually pupil transportation funds are requested as components of projects, with instructional services to the migrant children being provided through other project funds. It is possible, however, for a project to consist wholly of expenditures for equipment, or pupil transportation, if such expenditures are essential to the success of a given project, and providing that the project supplements a program which does provide direct instructional services to migrant children.

The cost of pupil transportation services is computed on the basis of the salaries for bus drivers plus the per mile operating cost of the school buses operated by the local educational agency. The per mile operating cost of the school buses is determined by the Division of Transportation, State Board of Education.

Salaries

Salaries for professional personnel in the migrant program must be in accord with the salary schedule adopted by the LEA. During the regular school term, salaries should be computed on the basis of the State salary schedule as determined by the individual's certification, plus any applicable local supplement paid to all other professional employees for similar responsibilities. During the summer migrant projects, the salaries may be computed the same as during the regular school year or according to a salary schedule applicable to all summer employees. Salaries of the nonprofessional staff may be computed on an hourly basis or according to a fixed schedule adopted by the LEA.

Retirement, Social Security, Hospitalization and Disability Insurance

The same eligibility requirements for membership in the Retirement System apply to persons employed and paid from migrant project funds as apply to other local employees of the administrative unit. The employer's cost of Retirement and Social Security for salaries paid from migrant funds is a proper charge to each migrant project. Hospitalization and Disability Insurance costs may be paid from migrant funds for persons employed in the migrant project provided such costs are paid from local funds for local employees.

Workmen's Compensation

Persons employed and paid from migrant project funds should be included under the local workmen's compensation insurance policies. The premium cost on salaries paid from these funds is a proper charge to each project and is limited to the period covered by the project.

Staff Travel

Reimbursement for travel in the performance of duties shall be in accordance with the policies adopted by the local board of education not in conflict with rules and regulations of the State Board of Education.

Payment for Training of Personnel

Since training of personnel is considered essential to the success of migrant education programs and projects, use of funds for staff development is encouraged. It should be noted, however, that P. L. 89-750 is not oriented toward general improvement of manpower resources in migrant education, but rather to the adequate training of the project staff. In the preparation and strengthening of teachers of migrant children, use of funds from other Federal programs such as Title I of P. L. 89-10, as well as State and local funds, is suggested.

Inservice education activities included in local migrant projects may be supported by the State Department of Public Instruction through the payment of stipends and consultant fees.

BUDGET REVISION

Local educational agencies may find it necessary to revise certain budget items in their migrant project after the application has been approved by the State Director of Migrant Programs. Requests for budget revision are to be submitted on Form 18AA-292 in the following cases:

1. To increase the total amount approved for a project.

2. To decrease the total amount approved for a project in the event the total project expenditure will be less than 90% of the total amount approved for the project, or to return unexpended funds to the State at the completion of a project.

3. To transfer funds from one budgeted line item to another within the project in the event expenditures for a budgeted line item will exceed the budgeted figure by more than 10%.

The following requirements apply to all requests for budget revision:

1. Requests must be furnished the State Migrant Office in five (5) copies.

2. Revisions must show only increases and decreases by codes in the proper columns.

3. There must be an explanation and a justification for each increase and/or decrease listed in the request.

4. If the request for revision includes additions or deletions to the equipment list, a revised equipment list must accompany the request for revision.

   Requests for the approval of funds for the purchase of initial or replacement equipment must be fully justified in terms of its use in connection with proposed project activities and its needs for effective implementation of the project.

5. Any requests for revision must be related to the activities in the project. If the request for revision is due to changes in the project or any of the project activities, the narratives for such activities must be rewritten to include the changes reflected in the requested revision.

6. All copies of Form 18AA-292 must be signed by the Superintendent of the administrative unit.

7. All requests for budget revisions must be submitted to the State Migrant Director and no action shall be taken under the request for revision until the request has been approved and returned to the school unit. *There can be no retroactive approval of budget revisions.*

8. If any part of the request for revision must be disapproved, the entire request will be returned to the school unit so that a new request may be prepared which will eliminate those items disapproved.

A sample copy of a budget revision showing the types of information required and the format to be followed can be found in the Appendix.

PRORATION AND DOCUMENTATION

The law requires all administrative units operating migrant programs to keep records relating to claims for Federal funds. There can be no Federal financial participation in overhead costs which are arrived at on a straight percentage basis unless there is a basis in fact for such percentage costs which can be documented and substantiated as directly related to the project. Supporting documentation for entries in the accounting records is very important.

When services are rendered to the migrant program by persons employed in the ESEA Title I program or other programs funded with Federal monies, the salary of the person rendering such service must be prorated. Such proration must be *based upon the amount of time* an individual actually devotes to the approved program and therefore must be documented by a before-the-fact statement of the estimated time that each employee will devote to the program, and

an after-the-fact statement of the actual time that the employee devoted to the program. The statement of actual time devoted to the program must be signed by the responsible official. These documents must be available at the time of audit to support claims for part-time personnel in the migrant program.

Administrative units should insure that the total amount of time prorated among the various Federal-State programs to which a staff member is assigned does not exceed 100% of the time of such staff member (refer to Chapter 8, "Handbook II, Financial Accounting for Local and State School Systems").

Although in many cases formal receiving reports are not necessary, there must be a notation on the invoice that materials or equipment were received in good condition and in the quantities indicated on the invoice.

AUDITS

All financial activities under this program are subject to audit at the local, State and Federal levels. Audits by Federal agencies will normally be limited to the State. If the Federal Government should determine that the State agency's control has been such that records at the State level are not adequate, Federal agency auditing may be extended to the LEA.

Project expenditure records will be audited locally by the person or firm that makes the local audit of the administrative unit. Such audits may be done as a regular part of the local school audit procedure prescribed by State laws or regulations.

Standards for Local Audits

Local agency audit programs should be developed in accordance with generally accepted auditing standards, with due consideration for Federal policies governing the use of grant funds as well as State or local policies and procedures.

The local audit report must include separate financial schedules or statements identifying receipts and expenditures applicable to the project and appropriate statements certifying them as being true.

It is essential that specific audit procedures be followed by the auditor to verify that:

1. There is proper accounting of funds disbursed by the administrative unit.

2. Payments reported by the administrative unit were actually made to the vendors, contractors, and employees, and that they conform to applicable laws and regulations, including procurement requirements.

3. Refunds, discounts, etc., were properly credited to the specific programs as reductions of gross expenditures.

4. Payments are supported by adequate evidence of the delivery of goods or performance of services.

5. Obligations reported were actually incurred during the fiscal year or project period for which the project was approved and, upon liquidation, were properly adjusted.

6. The same item is not reported as an expenditure for 2 or more years, e.g., obligations in one year and payment in another.

7. All obligations claimed for federally supported Title I migrant projects were made for properly approved projects and are easily identifiable with these projects.

8. State, Federal, and local agency rules applicable to equipment records and control are followed.

9. Costs, such as salaries, travel, etc., are correctly prorated.

10. The sources of funds expended for federally reimbursed projects were stated correctly, and that the same expenditures were not claimed under more than one Federal program.

11. There is proper accounting or prompt return of unexpended or unearned Federal funds which were advanced or overpaid.

12. The audit report reflects outstanding obligations as of June 30 or August 31, whichever the case may be, in sufficient detail to permit identification of subsequent payments. Such obligations should be compared with reports submitted by the local agency to the State agency.

The audit report should be properly certified by the auditor to the effect that the procedures used verify and otherwise substantiate his findings.

Local educational agencies must provide sufficient information for the local auditor regarding the requirements and limitations of the program to enable him to certify as to the eligibility of the expenditures reported.

The audit report must contain sufficient specific information to permit reconciliation with amounts shown on the records in the State Office, and assurance that such reconciliation is actually made.

Exceptions reported by the auditor must be brought to the attention of officials in the State office responsible for the operation of the program, and appropriate adjustments or other administrative actions must be taken by such officials.

Availability of Audits to Federal Agencies

A copy of each local audit report filed with the State Board of Education will be reviewed by the staff of the Division of Auditing and Accounting and will be made available to auditors of Federal agencies. To the extent that these reports are complete and adequate, they may be found sufficient to meet the requirements of Federal auditors. However, where such reports are found to be inadequate, local project expenditure records must be made available as required to the Federal auditors. When necessary, the local auditor will be requested to furnish information from his working papers.

Audit Exceptions

An audit exception is a determination by the U. S. Commissioner of Education that an item questioned by the auditor is not properly chargeable to the program and should be disallowed. The administrative unit must replace from local

funds any funds represented by an audit exception on a migrant project. Each administrative unit should take steps to assure that only expenditures which are made in accordance with the rules and regulations and project application are charged to the project and paid from Federal funds.

FISCAL REPORTS TO BE FILED BY THE LEA

Disbursement and Estimated Requirements of Federal Funds

Form 18AA-67, "Disbursement and Estimated requirement of Federal Funds by a local educational Agency" is to be submitted weekly. A schedule of weekly reporting dates will be furnished by the Controller's office. A report must be submitted on each reporting date indicated for each active project regardless of whether or not additional funds are required. A separate request must be submitted for funds to be advanced for migrant projects approved in different fiscal years.

Monthly Record of Project Transactions

Form 18AA-68, "Record of Project Transactions" must be filed with the Division of Auditing and Accounting on or before the fifth (5th) day of the month following the disbursements of funds. The amount of disbursements reported on this form must be in agreement with the disbursements reported on form 18AA-67 filed at the end of the monthly reporting period.

All documents--purchase orders, invoices, expense reports, etc. -- are to be submitted in the same order as recorded on the "Record of Project Transactions." When invoices and the related purchase orders are submitted with the same report, they should be stapled together and filed in order by payment date and voucher number. Invoices submitted that apply to more than one purchase order should be duplicated and individual copies attached to each order paid and the items related to that order identified.

All invoices must be verified as to correctness and marked or stamped to show that they have been paid, the amount paid, date of payment, voucher number, related purchase order number, that the materials have been received in the quantities billed, and that the items were received in good condition. Purchase orders should carry the State Contract Number when applicable. When purchases must be placed through the Division of Purchase and Contract, a copy of the letter authorizing the purchase should be submitted with a copy of the purchase order.

If in any month there are no transactions in a project, a report should be submitted that states, "No transactions for the month of _____."

Project Financial Completion Report

Form 18AA-69, "Project Financial Completion Report," will be used as both a preliminary and final financial project report and will be filed for each Title I Migrant project with the Controller, State Board of Education. This report will be filed on or before September 15 for each project approved under the appropriation for the prior fiscal year. The report will be prepared as of August 31 and will include all project expenditures up to and including August 31. *"Expenditures" include disbursements plus unliquidated obligations outstanding as of August 31.*

If there are no unliquidated obligations outstanding on a project as of August 31, and the project has been concluded, the report for that project should be designated as "Final" in the space provided at the top of page 1 of the form and no further financial reports will be required on that project. If there are unliquidated obligations outstanding on a project as of August 31, the report for that project will be designated as "Preliminary." A Final Project Completion Report would then be filed with the Controller's office within 15 days following the liquidation of all obligations for the project. A "Final" report must be filed by June 30 of the fiscal year following the fiscal year in which the project was approved. Financial completion reports on carry-over projects must be filed either as preliminary or final reports as of June 30 of the fiscal year during which the project was approved. Final reports in all instances must be filed within 15 days following the liquidation of all obligations for the project.

The "Project Financial Completion Report" is to be prepared from the ledger accounts established and maintained for each project. Before this report is prepared, it should be determined that all "Subsidiary Expenditure Accounts" are in balance with the "Total Project Control" account for the project. It should also be determined that the ledger accounts are in balance with the "Record of Project Transactions," Form 18AA-68.

Below is detailed information concerning certain items on the Project Financial Completion Report:

Item A: Federal Funds Received as Advancement on this Project: The amount entered here should be the total obtained by running a tape on the *Cash Received* (Column 3) as shown on the "Total Project Control" account (Form 18AA-71).

Item B: Federal Funds on Hand: The amount entered here should be the last total recorded in the *Cash Balance* (Column 6) as shown on the "Total Project Control" account (Form 18AA-71). This should agree with the the amount arrived at by deducting the Total Disbursements (Item D of this report) from the Federal Funds Received as Advancement on This Project (Item A of this report).

Item C: Unobligated Cash Balance: The amount entered here should be obtained by deducting the Amount of Unpaid Obligations (Item E of this report) from the Federal Cash on Hand (Item B of this report).

Item D: Total Disbursements: The amount entered here should be obtained from the last amount entered in *Disbursements-Year-To-Date* (Column 5) of the "Total Project Control" account (Form 18AA-71).

Item E: Amount of Unpaid Obligations: The amount entered here will be obtained from the last amount shown for *Outstanding Obligations at Posting Period* (Column 8) as shown on the "Total Project Control" account (Form 18AA-71). (This area would be for use on a "Preliminary" Report only - on a Final Report this amount would be zero).

Item F: Total Project Cost: The amount entered here will be obtained by adding the Total Disbursements (Item D of this report) and the amount of Unpaid Obligations (Item E of this report).

Project Expenditures: *Detailed Amount of Federal Expenditure:* The amounts to be entered in this column should be obtained by adding the last amount shown in the *Outstanding Obligations to Date* (Column 5), and the *Disbursements - Year-To-Date* (Column 7), on the "Subsidiary Ledger of Detailed Expenditure Accounts" (Form 18AA-74) for each Federal account code and name.

CHAPTER III

PROJECT PERSONNEL AND STAFF DEVELOPMENT

PROJECT STAFF

All professional personnel should be certified for the position for which they are employed, and para-professionals should be qualified for their positions through training and experience. Staff development activities for project personnel are essential to the success of the program. For instance, the project staff should receive inservice training to sensitize teachers and other personnel to the ethnic and cultural backgrounds of the migrant children.

Project Director

The local project director's primary responsibility is to provide the atmosphere and resources essential to a smoothly running program. To do this, he should possess an insight into the problems of migrants, a knowledge of curriculum, methods and materials, and an earnest desire to improve the status of migrant children and adults. He should give direction to the planning of the program activities and should keep in close contact with the staff during the operation of the project. He has the ultimate responsibility for the operation of the project and for all records and reports required by the State Migrant Education Office. The minimum responsibilities of migrant program directors may be enumerated as follows:

1. Determine the number and location of migratory children.
2. Make an assessment of the needs of the children.
3. Develop goals and objectives based upon needs.
4. Develop inservice training programs for teachers, aides, and supporting personnel.
5. Determine educational priorities.
6. Act as a public relations agent by promoting county and community acceptance of educational programs for migratory children.
7. Promote rapport and coordination between the school and the migrant community.
8. Promote coordination among local, state and federal agencies to secure and implement services from all available sources for migratory children, e.g., USDA for lunch programs, Public Health Services, Migrant Ministry, OEO, church day care centers, etc.
9. Assist in the planning, design, implementation, monitoring and evaluation of the migrant education program, making certain that programs are developed around SEA educational priorities and objectives for migratory children from preschool through high school.
10. Attend State and regional meetings of migrant program personnel.

11. Provide services for migratory children who are in the LEA during the spring and fall when regular school is in session, making certain that they receive services from the regular school program and that migrant funds provide supplementary services.

12. Submit all project applications to the SEA for funding.

13. Establish guidelines regarding the purchase of materials and supplies.

14. Maintain an inventory of all equipment purchased with migrant funds.

15. Make certain that there is an Authorization for Enrollment form on file in the LEA for each child enrolled in the program.

16. Supervise the transfer of students' records.

17. Disseminate information concerning the program.

18. Supervise the expenditures under the program to make certain that the LEA is supplementing and not supplanting other funds.

19. Assure that materials and tests used in the program are suitable for the children being served.

20. Submit evaluation reports to the SEA not later than 10 days after the end of the program.

21. Prepare forms and reports as required by the State Migrant Program Director.

22. Assist in the selection and hiring of project personnel.

Classroom Teachers

Teachers selected to work in migrant projects should have a desire to work with disadvantaged children and, if possible, should have had some previous experience with them. A knowledge of the sociological and economic background of the migrant is important to the development of an understanding of and a genuine interest in these children. Teachers must also be able to adapt curriculum content and materials to the children's level of understanding so that they may develop skills and concepts they will need to become productive citizens in our society.

Special Teachers

A valuable aspect of the program is the use of special teachers in the fields of art, music, crafts, physical education, and homemaking. Their roles are most effective when they support the ongoing activities of the classroom. Some of these special teachers can assist the pupils in preparing practical projects, many of which can be taken home and used by the pupils and their parents.

Consultants

In order to provide more fully for the needs of migrant children, it may be necessary to provide the services of a team of consultants. This team might include people trained in reading, guidance, psychology, health and speech.

They too need an understanding of migrant problems and a desire to help. The consultants should work closely with the regular staff so that optimum opportunity is provided for each child to develop and achieve his highest potential, physically, mentally, and socially. Consultants and program specialists in the Department of Public Instruction should be utilized to the greatest extent possible before requesting assistance from outside sources.

Teacher Aides

During summer programs one aide per classroom teacher is desirable. Aides should have had some previous experience working with children. Their responsibilities include nonteaching tasks such as correcting papers, assisting youngsters with routines, reading stories, securing materials and setting up equipment. A fairly high level of maturity is an important quality in an aide, as is the ability to cooperate closely with the teacher. College students in teacher education programs are often particularly qualified.

Former migrants and migrant parents as well as young adult migrants serving as aides can play an important role in the summer program. They can contribute by assisting in the classroom, library, and cafeteria, as well as on the playground and during field trips. They may also serve as interpreters of the migrant culture and act as liaison between home and school. The ability of the migrant aide to interpret the program in the camp and communicate with the child in the classroom is extremely valuable.

Home-School Coordinators

The home-school coordinator must have a knowledge and understanding of the experience, working and living conditions, language, and culture of the migrant. A determined effort should be made to recruit qualified persons who have firsthand knowledge of this way of life. The home-school coordinator should establish lines of communication and, if possible, rapport with the growers, camp owners and managers, and all people in the area who can provide information concerning the temporary or permanent residence of the migrant families. He or she should have a thorough knowledge of the school's philosophy, curriculum, instructional activities and supportive services, and an understanding of the extent to which activities and services can be modified to meet the needs of the migrant students.

STAFF DEVELOPMENT ACTIVITIES

Statewide Training Programs

The State Migrant Office provides some staff development activities for local staff members. One of the annual events of great importance to the training and orientation of program personnel who will be involved in summer migrant projects is a week-long workshop at which relevant topics are examined in depth. This pre-service workshop is usually scheduled in early June so that the majority of the school units will have finished their regular school terms and few of the migrant programs planned for the summer season will be in operation. This allows for almost complete participation by the local staff members who are given instruction in topics relevant to their project responsibilities. With prior approval from the Division of Teacher Education, certificate re-

newal credit may be granted for attendance at this conference.

Other direct services planned by the SEA include a program support team which gives assistance to the local professional staff in the areas of assessment of the needs of migrant children, and the development of program activities. This team will provide specialized services to the designated LEA for a specified period of time and will provide the expertise required for assessing individual student needs, planning a program to meet the needs identified, and organizing school and community resources to bring them to bear upon the project in a unified effort toward helping the migrant child. The State Director of Migrant Programs will be responsible for scheduling the support team among the LEAs.

Staff development activities for school clerks who are responsible for the transfer of student data to the Migrant Student Record Transfer System are scheduled and conducted by the staff at the Migrant Education Center at Grifton. These sessions are scheduled as required in order to keep the MSRTS operating efficiently. Information relating to specific staff development conferences, workshops, seminars and institutes is sent to all local superintendents in time for teachers, aides, and supporting personnel to make arrangements for attendance.

Local Training Activities

Local projects may include the staff development activities for teachers, teacher aides, and other personnel considered essential to the success of the program. The training of teacher aides is a requirement when untrained aides are employed in a migrant project. Training of aides may take place during staff training sessions and migrant education conferences. Sessions should include background information on culture, child development, instructional rationale and methods and use of instructional devices.

Projects that include the purchase of equipment should provide for inservice training of the project staff in the use of such equipment, or give an assurance that personnel employed by the project have expertise in the use of the requested equipment.

Whenever feasible and appropriate, institutions of higher education should be involved in planning and conducting training activities and in evaluating the impact of such training sessions.

The basic types of training which are possible under P. L. 89-750 are workshops and institutes, and evening and Saturday classes during the academic year. Training activities may be provided as a component of a project which includes direct instructional services or as a component of a project which supplements a program providing such services.

Staff Development Resources

In their staff development and public relations activities, local migrant project directors are urged to acquaint themselves with, and make use of, the following resources which may be obtained from the Migrant Education Center at Grifton.

Publications

1. "Serving Migrant Families" - This booklet is a compilation of many agencies in North Carolina that offer services to migrants. It explains the various services offered by each agency and provides such specific information as contact people, names, telephone numbers, and addresses. It can provide a basis for maximum efficiency in, and prevent overlapping of, services to migrants.

2. "Media Resources" - This is a comprehensive booklet describing in detail the films and film strips available at the Migrant Education Center at Grifton.

3. "The Harvest" - This attractive publication provides interesting narrative and pictorial information on the migrant programs in North Carolina.

4. "On the Season" - This is a bright new publication describing migrant programs in North Carolina.

5. "Children at the Crossroads" - This is an extremely well-done publication from the U. S. Department of Health, Education and Welfare, discussing various migrant programs throughout the United States. It is very good reading and provides excellent background material for personal orientation in beginning or continuing a program. It may also be used to acquaint teachers, aides, and others directly involved with migrants with the life style of the migrant and increase their understanding of the migrant's culture.

6. "1972 Migrant Education State Evaluation Report"

7. Brochures:

   "The Uniform Migrant Student Record Transfer System"
   "North Carolina's Migrant Education Program"
   "The Mobile Automotive Tune-up Units"
   "The Migrant Education Center at Grifton"
   "Some General Brief Questions and Answers about Migrant Children from the USOE"

Slide-tape Presentations

1. "Migrant Education in North Carolina," an overall view of the migrant program - 20 minutes.

2. "Migrant Education Center," an overview of the Migrant Education Center at Grifton with an explanation of its facilities - 15 minutes.

3. "Record Transfer System," an overview of the system - 13 minutes.

Film

"Migrant Education in the Tarheel State," a presentation of the migrant education program in North Carolina - 22 minutes, 16mm.

CHAPTER IV

INSTRUCTIONAL AND SUPPORTING SERVICES

TYPES OF INSTRUCTIONAL PROGRAMS

Preschool and Elementary Programs

Preschool and elementary programs constitute the bulk of the migrant projects in North Carolina. The children may be assigned to classrooms on the basis of age but should also be organized according to interests into groups small enough for individual abilities to be considered. Aides should be used to maximum benefit for small groupings. A variety of learning centers should be established to encourage independent work and to allow as much individualized instruction as possible. The centers may include language and listening areas, a library, a post office, a supermarket, housekeeping areas, an art area, and an educational toy play area. The children may be given a number of options for each planned goal and should be allowed as much freedom as possible to participate in choosing their activities. This can be accomplished if the ability of each individual is taken into consideration in daily lesson planning. In addition to classroom instruction, physical education activities should be provided for each child every day by a qualified instructor.

One program design which has proved effective is the "home-at-school" arrangement in which several classrooms are furnished to resemble the rooms in a home. This design is based on the assumption that the children will be happier, and thus more responsive, in a homelike atmosphere than in regular classrooms which are associated with failure and frustration. It is also based on the use of interest centers and a flexible, student-centered curriculum.

The most positive aspects of this new learning environment are that the children have more freedom of movement and teachers and students are more relaxed and interact on a more personal level. This kind of informality helps teachers get to know the children not only collectively but also as individuals. By talking with a child, eating lunch with him and visiting with him in the homelike atmosphere the teacher can help him feel wanted and accepted. The teachers who have participated in this kind of situation observe that the children are verbally responsive and pose few disciplinary problems. The lack of day-to-day routine in class scheduling and pupil assignments contribute to the relaxed atmosphere. Creating a homelike situation to house the learning program will hopefully enable the children to see a need for education in everyday living. It also encourages a better understanding of cleanliness and social living and helps instill a sense of individual worth.

Elementary and Secondary Programs

Elementary and secondary programs may be operated separately or they may exist simultaneously at the same school site. In either case the program activities should be planned to meet the most urgent unmet needs of the children enrolled.

Secondary Programs

Secondary programs may be designed to include counseling and guidance services to secondary school age migrant youth. A program of this type can provide valuable assistance to large numbers of secondary school-age youths who are school dropouts and who migrate into one of the areas of our state where a migrant project is being conducted.

Both counseling and instructional services should be included in the secondary programs, which may be operated at schools where there also exists a pre-school and elementary program. The classroom phase of the secondary school program may be operated in the evenings and on weekends to avoid conflict with work schedules. Instruction may include small tool carpentry, leather craft, ceramics, metal work, auto tune-up, welding, music, art, first aid, and personal grooming. Courses in consumer education may include practical information about banking, such as how to save earnings and what happens to money placed in the bank. Bank officials are usually very cooperative in this kind of program. At least one bank has even remained open beyond its normal operating hours to allow program participants to deposit their earnings.

Recreational programs include trips to swimming pools and other local recreational facilities, films, sports events, and field trips to places of interest. The children should be encouraged to utilize leisure time effectively by reading books and using sports equipment.

The counseling aspect of the program is usually conducted in the afternoons and evenings and on weekends when work in the fields will not be interrupted. Counselors visit the camps during the week, taking along health kits, magazines, and sports equipment, letting the youngsters know that someone cares. They check to see if there are problems and refer any health problems to a local public or private medical service.

Tutorial Programs

A tutorial program is one in which the instructor works individually with a child or a small group, according to the special needs of the children. The teacher instructs the children in half-hour to one-hour blocks of time, several days a week. In the home-centered program, each instructor carries his "classroom" in a car, often scheduling the classes in the early morning, midday or late afternoon, since many of the children work in the fields. Areas of concentration are usually verbal communication, reading, spelling and arithmetic, all taught through various activities such as crossword puzzles, music and art. Inexpensive books and supplies are left in the homes, and students are taken to a demonstration classroom to see films. Teachers provide practical instruction in health and safety by helping children clean up yards, repair windows and screens, etc.

Religious Instruction

None of the funds made available for migrant education projects may be used for religious worship or instruction.

SUPPORTING SERVICES

Instructional Films and Filmstrips

Many excellent films and filmstrips selected to meet the instructional needs of migrant children are housed in the Migrant Education Center at Grifton. These are available on a loan basis to any school in North Carolina which enrolls migrant children. To assist schools in obtaining these instructional aids, film catalogs and up-to-date lists of resources are available from the Center. Requests for films should be received at the Center five (5) days prior to the date they are to be used. The personnel at the Center will mail the materials in time for their scheduled use, and return postage will be paid by the Center. Those schools which enroll migrant children but which are located in a school administrative unit which does not operate a migrant education program must submit copies of the Enrollment Authorization Form to the Migrant Education Center as documentation that eligible migrant children are actually enrolled before requests for film service will be honored.

Field Trips

Field trips can be especially valuable for carrying out the purposes of education programs for migratory children. Attitudes and outlooks change more easily where there are opportunities for the easy give-and-take incidental to planning, developing and carrying through an activity such as a field trip. Good field trips for children of migrant workers have the same characteristics as good field trips for any children. The major requirement is that such trips should be based on first-hand knowledge of each individual pupil's needs. All children in a classroom do not necessarily need the same trips. Careful thought should be given to these trips with persons other than the classroom teacher. Summer programs with their low pupil-teacher ratios and adequate consultant and para-professional personnel allow this attention to individual needs. Migrant children need the quantity of direct interaction with concerned and capable adults that is possible in small groups. They need especially to learn how to perceive and integrate the experiences gained on the trip. One of their major difficulties is the extreme superficiality of their experience outside their own families and their limited subculture.

Certain experiences lend themselves to large groups of pupils. The traditional trip to zoos, to circuses or to picnicking spots are often enhanced by large group participation. The changing patterns of family living among some groups of migrants may also make it desirable to include some introduction to settled community living. This may include a daily trip to the post office to pick up the mail or other routine responsibilities outside the classroom.

Food Services

All children enrolled in a migrant project should be provided with adequate food service from whatever sources are available. Types and numbers of meals and snacks per day vary with program schedules but they should be designed to provide daily nutritional requirements. For instance, some projects provide breakfast and lunch with snacks; some add a bag supper for children to take home; and those with evening programs provide a hot supper. The primary purpose of the meal program is to provide proper nutrition; however, mealtime can be a learning experience in tasting new foods, learning nutritional facts, and practicing table manners.

Summer migrant projects are eligible to receive surplus food commodities and may also receive cash reimbursements through the Division of School Food Services, State Department of Public Instruction. For more information contact the Director, School Food Services, Department of Public Instruction, Raleigh, North Carolina 27611.

Health Services

Each local migrant project should have a health services component. Medical and dental examinations, treatment and correction should be provided. If possible, these services should be provided through the local migrant health project or the local health department, which is also responsible for inspection of campsites and administration of X-rays and innoculations. However, if the local agencies cannot provide these services, they should be a part of the migrant education project, and should be coordinated with services provided by the local health department.

When possible, a nurse should be available to conduct physical and medical screenings, administer first aid, schedule appointments with doctors and dentists, provide at-home health instruction to parents, and cooperate in teaching good health practices to students.

Since physical condition and mental attitude are components of an individual's general health, the migrant project should help improve these by providing access to shower facilities and clean changes of clothing.

Community Services

In the case of indigent migrant children, clothing, shoes, hearing aides, glasses and other services of a welfare nature may be provided if all other sources have been exhausted. However, these services may be provided only if the educational impact of instructional services to the child is affected.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

Public Law 89-750 which authorizes the funds for establishing or improving programs of education for migratory children also mandates the interstate and intrastate exchange of individual student records. The Migrant Student Record Transfer System was established to carry out this mandate. Each school enrolling migrant children under a migrant project funded by P. L. 89-750 must cooperate in this information exchange.

Purpose of Record Transfer System

The purpose of the Record Transfer System is to make educational and related information on any child available to any school in any of the 48 cooperating states within the shortest time possible. Using this computerized system, a school official may contact the teletype terminal operator by telephone and request information on a migrant child. The critical data on the child, which includes name, sex, birthdate, student number, current reading and mathematics levels, program type, innoculation record and any chronic or critical health condition, will be supplied to the school official by the teletype terminal operator within 12 hours. The child's complete record will be mailed to the school from the data bank in Little Rock on the same day that it is requested, provided that the child has been enrolled previously in a migrant education project. If the child has never been enrolled in a migrant education program, the computer will use data supplied by the terminal operator to initiate a new record for the child and will mail the record to the school in which the child is enrolling.

In order to make all schools aware of the existence of the Record Transfer System, a brochure describing the system has been sent to every school in North Carolina. Therefore, should a migrant child enter a school, the officials of the school should know how to proceed.

System Safeguards

The student transfer records on file in the local school or school administrative unit are confidential, and should be treated the same as any other student record handled by the local school personnel. The migrant child and his parents or guardians are allowed to review the data on the transfer record at any time, and when the child withdraws from school he may receive a copy of the record.

Access to student data stored in the Migrant Record Data Center is restricted to State Directors of Migrant Education. Upon request, the Migrant Record Data Center will make available to state educational agencies data on individual migrant children plus summary data that may be appropriate in connection with the educational programs for such children. In accordance with state laws, educational agencies will be responsible for safeguarding the information received to protect the personal privacy of the child whose records are stored in the Data Center.

Also upon request of the State Educational Agency, data on individual migrant children and such summary data as may be appropriate to be used in connection with the educational programs for such children will be made available to local educational agencies.

Statistical summary data to be used for program purposes will be made available by the U. S. Office of Education upon request.

System Procedures

Certain procedures have been established by the Record Transfer System which must be followed by each school unit if the system is to operate with the greatest efficiency. School personnel responsible for providing, accumulating or transmitting migrant student data should be thoroughly familiar with the materials in the "Instructional Manual for the Revised Uniform Migrant Student Transfer Record" and the "Instructions for School Users, Parts II-III." The former publication gives detailed instructions for filling out the Transfer Record correctly, and the latter describes the procedures used by the System in handling student data.

The most important functions of the school clerk, as they relate to the Record Transfer System, are enrolling the migrant child in the System, updating the student's record and withdrawing the student from the system. In all transactions involving the Record Transfer System, the school clerk will communicate with the teletype terminal operator which has been assigned the responsibility of transmitting all records for the school or school system. The school clerk's communication may be by telephone call to the terminal operator when only a small amount of data is to be transmitted or by U. S. Postal Service when a large amount of data is to be transmitted at the same time.

Enrolling a Migrant Child in the Record Transfer System

To enroll a child in the Record Transfer System, the school clerk must complete an Enrollment Procedure Form (See Appendix). Instructions for filling out the form are printed on the reverse side of the form. When the form is filled out, the school clerk should call the Migrant Education Center in Grifton and relay the information to

the teletype terminal operator. If a large number of migrant children are to be enrolled at the same time the EPF should be filled out in duplicate and the original should be mailed or delivered to the terminal operator. The EPF retained in the LEA should be filed. When a transfer record is received from the Data Center in Little Rock, Arkansas, *the corresponding EPF should be removed from the file and destroyed.* The transfer record replaces the EPF.

Updating a Student's Record

During the course of a migrant program, certain student data may be generated -- health screenings, test results, innoculations, etc. When new student data is generated it should be written on the transfer record with a ball point pen, then relayed to the terminal operator so that the student's record can be kept up-to-date at the data center. When the new student data is received at the data center, a new and updated record will be mailed to the LEA. *When the updated record is received in the LEA the old transfer record should be taken out of the file and destroyed.* It will be replaced by the new printed record from the Data Center.

Withdrawing a Student from the Record Transfer System

At any time that a child withdraws from the migrant project in a school or at the end of each school term in which the migrant program is being operated, the child must be withdrawn from the Record Transfer System. If only two or three students are being withdrawn at any given time, the withdrawal information along with any data required to update the record can be given to the terminal operator by telephone. If several students are to be withdrawn at the same time, the recommended procedure is to *send a copy of the most up-to-date Transfer Record with the withdrawal information written in with ball point pen to the terminal operator.* A withdrawal transaction *must* include the student's last name, first name, middle initial if any, sex, birthdate, student number (as they appear on the most recent record from the Data Center), date of withdrawal, days present, days absent, and total days enrolled. It may also contain any student data required to update the record, including academic characteristics and special interests and abilities.

When any message is transmitted to the terminal operator a copy of the transmittal document (EPF or a copy of the student's record) is retained in the LEA until a new or updated record containing the transmitted information is received from the Migrant Student Record Center. When the new or updated student record is received, it should be checked against the information transmitted. If the information on the new or updated student record corresponds to the information transmitted to the terminal operator, the old student record or EPF should be destroyed and the new record filed in the Alpha student file. If a new or accurately updated record is not received from the Migrant Student Record Center within two weeks from the date the information was transmitted, the terminal operator should be notified.

Copies of all student records should be filed in the Alpha student file where they will be easily accessible to the teachers, nurses and other school personnel responsible for utilizing them and entering update information. If a separate accounting of students in a particular program is desired, this may be accomplished by setting up a card file and cross index.

As changes in the Record Transfer System are developed the local educational agencies will be notified and record clerks will be given instructions for implementing the changes.

APPENDIX

NORTH CAROLINA AGRICULTURAL ACTIVITIES - FY 1973

Crop or Harvest Activity	Estimated Acreage	Period of Activity	Total Seasonal Hired Workers Needed	Local Seasonal Hired Workers Available	Seasonal Hired Workers to be Recruited by Employment Service		Source
					*Local	Out-of Area	
Tobacco Harvest	419,000	6/25-10/1	200,000	196,000		1300	Miss.
						100	Ala
						100	S.C.
						40	Ga.
					40,000	2460	N.C.
Cotton Harvest	175,000	9/1-11/15	10,000	10,000	**200		S.C.
					1,500		
Cucumber Harvest	35,000	6/10-7/15 7/15-11/15	30,300	29,000		500	Fla.
					6,000	800	N.C.
Blueberry Harvest	5,500	5/15-7/1	19,000	17,800		1200	N.C.
					5,000		
Potato Harvest	19,000	6/1-7/20	2,500	2,000		500	Fla.
					2,000		
Sweet Potato Harvest	24,000	9/1-11/15	8,200	6,600		1000	Fla.
					2,600		
						600	N.C.
String Bean Harvest	12,000	5/20-6/25 6/1-10/15 10/1-11/15	12,000	10,800		500	Fla.
					2,500	700	N.C.
Strawberry Harvest	4,000	5/1-6/1	8,000	7,600	**300		S.C.
					3,000	400	N.C.
Pepper Harvest	11,000	6/10-7/30 8/1-10/15	7,300	6,500		400	Fla.
						200	Miss
					2,200	200	N.C.
Sweet Corn Harvest	5,000	6/25-7/25	4,000	3,600		400	Fla.
					600		
Cabbage Harvest	10,000	5/15-6/15 9/1-12/31	4,500	3,900		200	Fla.
					3,900		
						400	N.C.
Tomato Harvest	5,500	6/20-7/15 7/25-11/15	3,300	3,000		200	Fla
					600	100	N.C.
Watermelon Harvest	6,000	6/15-9/15	1,500	1,500	1,000		

Crop or Woods Activity	Estimated Acreage	Period of Activity	Total Seasonal Hired Workers Needed	Local Seasonal Hired Workers Available	Seasonal Hired Workers to be Recruited by Employment Service		Source
					*Local	Out-of Area	
Cantaloupe Harvest	2,700	6/10-7/15	500	500	100		
Other Vegetable Harvest	19,000	3/1-11/1	19,000	18,000		1,000	Fla.
					8,000		
Apple Harvest	7,200,000 Bushels	9/1-11/15	3,200	2,050		400	S.C.
					950	550	N.C
						200	Fla.
Peach Harvest	1,600,000 Bushels	6/25-8/20	4,500	4,500	**500		S.C.
					3,000		

Many interstate migrants work in several crops while they are in North Carolina. There will be about 3,500 individual interstate workers. This number will include 1,300 school age youth from Mississippi who work in tobacco only. The remaining 2,200 are composed of family groups and unattached individuals.

Tobacco and vegetable harvests are concentrated in the eastern counties. Apples are harvested primarily in the western mountain counties.

During 1972, there was a National Migrant Worker Program funded in North Carolina. Migrants were given a chance to leave the stream and settle in North Carolina. The North Carolina Rural Manpower Service certified 60 migrants, and 35 of them have been enrolled in training programs to assist them in developing occupational skills. More than 500 interstate migrants were registered as applicants for employment outside the area of agriculture.

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*Entries in this column include workers to be recruited for day-haul into other North Carolina Rural Manpower Service Office areas. It also includes those to be recruited for work in the Local Rural Manpower Service area. It is estimated that 10 percent of the total number of day-haul workers represented in this column will cross Rural Manpower Service Office area lines.

**Denotes Interstate Day-Haul from South Carolina.

NORTH CAROLINA CROPS HARVESTED BY MIGRANT LABOR

LOCAL EDUCATIONAL AGENCY	Apples	Beans	Blueberries	Cabbage	Collards	Corn	Cotton	Cucumbers	Gladiolus	Peanuts	Peppers	Squash	Strawberries	Sweet Potatoes	Tobacco	Tomatoes	Turnips	White Potatoes
BERTIE							X			X					X			
BLADEN			X												X			
CAMDEN		X		X		X		X								X		X
CARTERET		X	X	X									X	X				X
COLUMBUS													X		X			
DUPLIN								X				X			X			
EDGECOMBE															X			
FAIRMONT								X							X			
GREENE															X			
GOLDSBORO								X							X			
HALIFAX								X		X					X			
HARNETT								X			X				X			
HAYWOOD	X	X										X	X			X		
HENDERSON	X	X		X	X				X			X						X
HERTFORD							X			X					X		X	
HYDE				X	X	X		X							X			X
JOHNSTON								X						X	X			
KINSTON						X		X							X			
LENOIR															X			
MARTIN								X			X				X			
MAXTON		X				X	X	X							X	X		
NASH								X							X			

LOCAL EDUCATIONAL AGENCY	Apples	Beans	Blueberries	Cabbage	Collards	Corn	Cotton	Cucumbers	Gladiolus	Peanuts	Peppers	Squash	Strawberries	Sweet Potatoes	Tobacco	Tomatoes	Turnips	White Potatoes
NORTHAMPTON										X					X			
PAMLICO						X		X							X			
PASQUOTANK				X		X		X								X		X
PITT															X			
ROBESON								X							X	X		
SAMPSON			X					X			X	X			X			
SCOTLAND						X	X								X			
TRANSYLVANIA		X		X					X			X				X		
WAKE								X							X			
WASHINGTON								X							X	X		
WAYNE		X						X			X				X			
WILSON								X							X			

Suggested Survey Form

MIGRANT STUDENT SURVEY FORM

Has the student moved with his parent or guardian from one school administrative unit to another at any time during the past five years so that the parent or guardian or other member of the immediate family could acquire temporary or seasonal employment in agriculture or related food processing activities?

Yes _____ No _____

If the answer to the above question is "yes," please complete the form and return it to the school immediately.

How long has it been since the student made his most recent move from one school district to another so that a parent, guardian or other member of his immediate family could acquire seasonal or temporary employment in agriculture?

_____

School Administrative Unit _____ Date _____

School _____

Student's Name _____
(Last) (First) (Initial)

Age _____ Sex _____ Grade _____

ENROLLMENT AUTHORIZATION FORM

Student's Name _____
(Last) (First) (Initial)

Age _____ Sex _____ Highest Grade Completed _____

Length of student's continuous residence in this school district _____

Check the applicable definition establishing the eligibility for the child named above to participate in the Migrant Education Program (Kindergarten through grade 12 not to exceed age 21).

☐ Interstate Migrant - A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

☐ Intrastate Migrant - A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

☐ Formerly Migratory (Five-Year Migrant) - A child who has been an interstate or intrastate migrant as defined above but who has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

According to the definition indicated, the above named child is eligible to participate in the Migrant Education Program to be conducted at:

_____ _____
(School) (School Address)

Date of Enrollment _____ Signed _____
(Mo) (Da) (Yr) (School Official)

PARENTAL CONSENT

My child named above is eligible under the 5-Year Eligibility Provision, and has my consent to participate in the educational program for migratory children.

Signed _____
(Parent or Guardian)

A copy of this form, signed by a member of the school staff, is to be filed in the LEA for each child at the time of enrollment. A parent or guardian must give consent for enrollment of a child under the 5-Year Eligibility Provision.

REPORT OF MISSING EQUIPMENT

TO: State Director, Migrant Education Program

FROM: _____ Date _____
(Name and Title of Local Director)

SUBJECT: Missing or Stolen Equipment

The following item of equipment, purchased under the Migrant Education Program, is missing:

ITEM	MODEL	SERIAL NO.	COST

This item was discovered missing by _____
(Name)

on _____. The law enforcement authority was notified
(Date)

on _____, and officer (s) _____,
(Date) (Name)

_____ investigated.

Give details of any break-in or other pertinent information relating to how the item was discovered to be missing.

_____
(Local Program Director)

Original: State Director
Copy: File

Title to all equipment purchased under a migrant project rests with the State Educational Agency. In order to maintain an accurate accounting of all equipment it is necessary for this form to be filled out for each item of equipment which may be stolen or otherwise be reported missing from the local educational agency in which it was located. A copy of this form along with a request that the missing item be deleted should be sent to the State Director of Migrant Programs not later than five (5) days after the item is reported missing.

MIGRANT STUDENT GROWTH SHEET

Student's Name _____
(Last) (First) (Initial)

School _____ LEA _____

Entering Date _____ Withdrawal Date _____

For each appropriate area of student growth below, use a nine point scale to indicate your judgement of the student's performance or achievement. Enter a numeral in the space provided. Five (5) indicates average; 1-4 below average, and 6-9 above average according to age or grade placement. The "entering" judgement should be recorded during the first two weeks of the program. The "leaving" and "potential" judgements should be recorded at the end of the program. Return the original of all completed Migrant Student Growth Sheets to the State Migrant Education Director, Department of Public Instruction, Raleigh, N. C. 27611, within 10 days after the end of the program. Retain a copy in your file.

1.	Reading Ability	a. Entering	____	8.	Physical Development	a. Entering	____
		b. Leaving	____			b. Leaving	____
		c. Potential	____			c. Potential	____
2.	Oral Language	a. Entering	____	9.	Social Development	a. Entering	____
		b. Leaving	____			b. Leaving	____
		c. Potential	____			c. Potential	____
3.	Mathematics	a. Entering	____	10.	Emotional Development	a. Entering	____
		b. Leaving	____			b. Leaving	____
		c. Potential	____			c. Potential	____
4.	Science	a. Entering	____	11.	General Health	a. Entering	____
		b. Leaving	____			b. Leaving	____
		c. Potential	____			c. Potential	____
5.	Social Studies	a. Entering	____	12.	Physical Education Skills	a. Entering	____
		b. Leaving	____			b. Leaving	____
		c. Potential	____			c. Potential	____
6.	Creative Arts	a. Entering	____	13.	Occupational Skills	a. Entering	____
		b. Leaving	____			b. Leaving	____
		c. Potential	____			c. Potential	____
7.	Self-Concept	a. Entering	____	14.	Other (Specify) _____	a. Entering	____
		b. Leaving	____			b. Leaving	____
		c. Potential	____			c. Potential	____

ENROLLMENT PROCEDURE FORM (EPF)

TRANS TYPE	LAST NAME	FIRST NAME MID. INIT.	SEX	BIRTHDATE MO / DA / YR	STUDENT NO.	MSG. SEQ. NO.	MAT FILE NO.

	1st try	recycle #1	recycle #2
Q1 Does student have TR?			
Q2 Do you desire critical data?			
Q3 Was enrollment transaction successful?			
Q4 Was enrollment transaction successful?			
Q5 When you received your response to this EPF, was it a notice of enrollment?			
Q6 Does the student match any critical data record you received as a result of your EE transaction?			

INSTRUCTIONS

1. Fill in name, sex, birthdate, and student number if T. R. is available.
2. Enter Y or N beside Q1 in the first try column.
3. Dial your answer to Q1 on the procedure wheel.
4. After completing the steps indicated on the wheel, refer to the next question as indicated by the wheel and continue the process until student is enrolled

IMMUNIZATION RECORD

INOCULATION OR VACCINATION	SERIES NO	DATE ADM. MO/YR	NEXT INOCULATION DATE MO/YR
1101 DPT			
1102 DT			
1103 MEASLES (GERMAN)			
1104			
1105 MEASLES (RED)			
1106			
1107 MUMPS			
1108 POLIO (INOCULATION)			
1109			
1110 POLIO (ORAL)			
1111			
1112 TETANUS			
1113 INFLUENZA			
1114 TYPHOID PARA-TYPHOID			
1115			
1116 SMALLPOX			
OTHER 1117			

CHRONIC CONDITIONS

C101 ALLERGY	
C102 EPILEPSY	
C103 DIABETES	
C104 RHEUMATIC HEART	
C105 OTHER HEART	
C106 LUNG (NOT T.B.)	
C107 ASTHMA	
C108 HEMOPHILIA	
C109 ANEMIA	
C110 NERVOUS STOMACH	
C111 DRUG SENSITIVITY	
C112	

BIRTH VERIFIED BY *(Check One)*:

BIRTH CERTIFICATE _____

DOCUMENT _____

OTHER _____

NONE _____

BIRTHPLACE:

CITY _____

COUNTY _____

STATE _____

COUNTRY _____

SCHOOL NO	READING ABILITY (1) NON READER -	BELOW AVERAGE 2	AVERAGE 3	SKILLED 4	MATH CONCEPTS (2) DIFFICULT -	AVERAGE 2	SKILLED 3
R1. 1							
R2. 2							
R3. 3							
R4. 4							

PROGRAM TYPE

SCH NO	0	1	2	3	4	5	6	7	8	9
E1										
E2										
E3										
E4										

83-55-

School _____ School I. D. _____ Date of Enrollment _____

H–Head of Household

Relationship: F–Father, M–Mother, G–Guardian

	NAME	ADDRESS	CITY	STATE	ZIP			OCCU CODE
Parent or Guardian								
Parent or Guardian								

ENROLLMENT PROCEDURE FORM (EPF) INSTRUCTIONS

Enter the Transaction Type in the "first try" column.

EE transactions are used to create a depository record for a student if one does not already exist, to record enrollment data on a student's depository record and, if the student already has a depository record, to cause a critical data record to be transmitted to the terminal operator.

NE transactions are used to record enrollment data on the student's depository record when a Critical Data Record is not desired.

CE transactions are used to record enrollment data on the student's depository record when a Critical Data Record is desired.

QQ transactions are used to request a student's Critical Data Record when no student number is available.

Enter the Student's Name, Sex, Birthdate, and Student Number if available.
Use the proper spelling for all names. Do not use "Sr.", "Jr.", "2nd", Etc.

Enter Inoculation Series Code.

INOCULATION SERIES CODES

0–Not Applicable	3–Third Shot in a Series	8–One Shot if only One Required
1–First Shot in a Series	4–Revaccination	9–Unknown
2–Second Shot in a Series	5–Booster	

Enter two digits for each segment of the dates inoculations were administered and next inoculation in a series is due if applicable.

Mark (X) Chronic Health Conditions which apply.

Indicate (X) Reading Ability and Math Concepts in the appropriate spaces.

Indicate (X) by school number, the Program Type in which child is enrolled.

PROGRAM TYPE

0–Health-Recreation	3–Cultural Enrichment	6–Language Development
1–Pre-school	4–Remedial Reading	7–Vocational Education
2–Tutorial Services	5–English as a Second Language	8–Remedial Mathematics
		9–Other

Indicate (X) how Birthdate of the child was Verified.
Enter City, County and State of Birth. Use the two-letter abbreviation adpoted by the U. S. Postal Service for the state.
To indicate Country of Birth when other than USA, write the name of the country.

Enter the Name of the School, the School I.D. assigned by the State Director of Migrant Programs, and Date of Enrollment. Use two digits for each segment of the date.

Enter Parent or Guardian information.
Enter first name, middle initial and last name.
Enter parent's or guardian's address, city, state and zip code.
Indicate relationship to student -- enter F-father, M-mother, or G-guardian.
Enter "H" in the appropriate space for the head of the household.
Enter Occupational Code for each parent or guardian.

OCCUPATION CODES

01–Harvesting or Picking [Hand]	03–Equipment Operator	05–Cultivation [Hand]
02–Harvesting or Picking [Machine]	04–Pruning	99–Other

HOME-BASE SCHOOL INFORMATION FORM

As a means of strengthening the exchange of information among schools operating Migrant Programs, you are requested to provide the name and address of the home-base school previously attended by each Interstate and Intrastate Migrant enrolled. This information will be forwarded to the State Department of Education in the student's home-base state in order to provide information on the eligibility of the child to enroll in a migrant education program in his home-base school.

When the student withdraws, or at the end of the Migrant Project, return this form to the STATE DIRECTOR OF MIGRANT PROGRAMS, STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA 27611

LEA Submitting This Report _____

Student's Name _____
(last name) (first name) (middle initial)

Sex _____ Birthday _____ Student Number _____
(mo) (da) (yr)

Home-Base School _____
(Name of School)

Home-Base School Address _____
(Street or RFD)

_____
(City) (State) (Zip)

FILM REQUEST

TO:

MIGRANT EDUCATION CENTER
Post Office Box 948
Grifton, North Carolina 28530

Telephone: 524-5131

SHIP TO _____

_____

_____

_____

CATALOG NUMBER	MOTION PICTURE/FILMSTRIP TITLE	DATE TO BE SHOWN	DO NOT WRITE IN THIS SPACE	
			DATE TO BE SHIPPED	DATE TO BE RETURNED

INSTRUCTIONS FOR ORDERING AND RETURNING: Prepare and submit in triplicate. Please indicate the catalog number of the film or filmstrip you are requesting as listed in the catalog. You will find our return address on the reverse side of the card on the shipping box. Postage is prepaid by the Center.

The material requested will be sent to you on the date indicated, provided it is not already booked. All materials must be returned to this office on or before the date indicated.

COMMENTS: _____

WHITE COPY — ORDER BLANK
YELLOW COPY — PACKING SLIP
PINK COPY — CONFIRMATION

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ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

REQUESTED AMENDMENT TO MIGRANT PROJECT BUDGET

FISCAL YEAR 1972

PROJECT NUMBER

ADMINISTRATIVE UNIT Any School Unit- 000 (Unit Code Number) _____ (LOCAL) Fy-72-00 (STATE)

EXPENDITURE ACCOUNTS (SEE OE HANDBOOK II)		ACCOUNT NUMBER	EXPENSE CLASSIFICATION		
			SALARIES	CONTRACTED SERVICES AND OTHER EXPENSES	TOTAL AMOUNT
(1)		(2)	(3)	(4)	(5)
1 Administration		100			$
2 INSTRUCTION	A. Salaries for Instruction	200	+ 423.00		+ 423.00
	B. Inservice Education	200			
	C. Textbooks	200			
	D. Audiovisual Materials	200		- 256.00	- 256.00
	E. School Library Books & all other library expenses	200			
	F. Teaching Supplies & all other expenses for instruction	200		- 961.00	- 961.00
3 Attendance Services		300			
4 Health Services		400			
5 Pupil Transportation		500		+ 158.00	+ 158.00
6 Operation of Plant		600			
7 Maintenance of Plant		700			
8 Fixed Charges		800			
9 Food Services		900		+ 636.00	+ 636.00
10 Student Body Activities		1000			
11 Community Services		1100			
12 SUB-TOTAL *(Sum of Lines 1 thru 11)*			+ 423.00	- 423.00	$ -0-
13 1200 CAPITAL OUTLAY	A. Construction *(Sites, buildings and Remodeling) - 1210 and 1200 A,B,C*				
	B. 1. Educational Television *1230-2-C1*				
	2. Audiovisual *1230-2-C2*				
	3. All other Instructional Equipment *1230-2-C3*				
	C. All non-instructional equipment - 1230 except C				
14 SUBTOTAL (Sum of lines 13 A, B and C)					
15 SUBTOTAL DIRECT COSTS (Sum of lines 12 and 14)					
16 INDIRECT COSTS (Rate x Line 12, Column 5)					
17 GRAND TOTAL Project Budget (Sum of Lines 15 and 16)					$ -0-

DATE _____ _____ (SUPERINTENDENT)

DATE _____ _____ (STATE DIRECTOR, MIGRANT PROGRAMS)

SAMPLE

REQUESTED AMENDMENT TO PROJECT BUDGET

Project Number FY-72-00

I. INSTRUCTION - 200

A. Salaries

1. Code 213 Reading Teachers — $ +739.00
   One Reading Teacher was employed at a higher certificate rating than funds were budgeted for the position.

2. Code 216 Teacher's Aide — -316.00
   One Teacher's Aide was not employed at the beginning of the school term, which provided these surplus funds.

Total — $ +423.00

II. INSTRUCTION - 200

A. Audiovisual Materials

1. Code 230-C Audiovisual Materials — $ -256.00
   All purchases of audiovisual materials have been purchased for this year's program, which leaves this balance available for other needs of the program.

Total — $ -256.00

III. INSTRUCTION - 200

A. Teaching Supplies and All Other Expenses for Instruction

1. Code 250-B Reading Teachers - Travel — $ -483.00
   Travel expenses to the Reading Conference were not as great as originally anticipated leaving an available balance for other needs of the program.

2. Code 250-C Miscellaneous Expenses - Field Trips — $ -478.00
   The cost of admissions and lunches on cultural enrichment trips have not been as great as expected. We have projected a balance of $478.00 not required for the remaining trips to be taken.

Total — $ -961.00

IV. PUPIL TRANSPORTATION - 500

A. Other Expenses

1. Code 540 Kindergarten Insurance — $ -158.00
We failed to budget adequate funds for insurance for the kindergarten children riding the State operated school buses.

Total — $ +158.00

V. FOOD SERVICE - 900

A. Other Expense

1. Code 920 Kindergarten Snacks — $ +636.00
Funds are needed to provide the Kindergarten children a morning snack, due to the long period of time between their breakfast and lunch.

Total — $ +636.00

GRAND TOTAL — $ -0-

SAMPLE

REQUESTED AMENDMENT TO PROJECT BUDGET
Fiscal Year 1972 Project #FY-72-00

Summary of Increases

200	Salaries for Instruction		$ 739.00
	213 Reading Teachers One Reading Teacher was employed at a higher certificate rating than funds were budgeted for the position.	$ 739.00	
500	Pupil Transportation - Other Expense		$ 158.00
	540 Kindergarten Insurance We failed to budget adequate funds for insurance for the kindergarten children riding the State operated school buses.	158.00	
900	Food Service - Other Expense		$ 636.00
	920 Kindergarten Snacks Funds are needed to provide the kindergarten children a morning snack, due to the long period of time between their breakfast and lunch.	$ 636.00	
	Totals	$1,533.00	$1,533.00

Summary of Decreases

200	Salaries for Instruction		$ 316.00
	216 Teacher's Aide One Teacher's Aide was not employed at the beginning of the school term, which provided these surplus funds.	$ 316.00	
200	Audiovisual Materials		$ 256.00
	230-C Audiovisual Materials All purchases of audiovisual materials have been purchased for this year's program, which leaves this balance available for other needs of the program.	$ 256.00	
200	Teaching Supplies and All Other Expenses for Instruction		$ 961.00
	250-B Reading Teachers - Travel Travel expenses to the Reading Conference were not as great as originally anticipated, leaving an available balance for other needs of the program.	$ 483.00	
	250-C Miscellaneous Expenses - Field Trips The cost of admissions and lunches on cultural enrichment trips have not been as great as expected. We have projected a balance of $478.00 unneeded for the remaining trips to be taken.	$ 478.00	
	Totals	$1,533.00	$1,533.00

Summary of Increases and Decreases

LINE ITEM CODE	EXPENDITURE ACCOUNT TITLE	INCREASES	DECREASES	TOTAL
200	Salaries for Instruction	$ 739.00	$ 316.00	$ +423.00
200	Audiovisual Materials		256.00	-256.00
200	Teaching Supplies and All Other Expense for Instruction		961.00	-961.00
500	Pupil Transportation - Other Expense	158.00		+158.00
900	Food Service - Other Expense	636.00		+636.00
	TOTALS	$1,533.00	$1,533.00	$ -0-

GENERAL INFORMATION FOR DAILY POSTING OF ACCOUNTING RECORDS

It is suggested that the posting procedure for accounting control purposes should consist of the following basic routines:

1. At the close of each day's activity each source document (obligating and disbursing) that has been prepared and issued, will be posted to the "Record of Project Transactions," Form 18AA-68, using the retained file copy.

2. Following the above posting activity, the same source documents will then be posted to Detail Subsidiary Ledgers - Form 18AA-74.

The Division of Auditing and Accounting has also prepared an "Account Classification Schedule," Form 18AA-79 (Rev. 9/69), which fits our possible State accounts for which an expenditure might arise under a particular Federal account code.

For example:

Expenditure Account: Salaries, Teachers

The existing State Code is 621.1, Elementary Teachers, or 622.1, High School Teachers.

Under Federal classification both of these items will be charged to Code 213, Teachers.

ALSO

Expenditure Account: School Librarians

The existing State Code is 621.2, Elementary School Librarians, or 622.2, High School Librarians. But, under Federal classification School Librarians will be charged to Code Number 214-A.

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 : 0007
(LOCAL) : (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I ☐
TITLE II ☐
(X ONE)

TOTAL PROJECT CONTROL

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

APPROVED PROJECT AMOUNT	
DATE 1-14-66	$408,957.21
REVISED APPROVALS & REVISED TOTAL	
DATE	$
DATE	$
DATE	$

January 14, 1969 — DATE APPROVED
January 14, 1969 — DATE BEGINNING
August 31, 1969 — DATE ENDING

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		CASH TRANSACTIONS						
			DISBURSEMENTS					
DATE	REFERENCE	CASH RECEIVED	THIS POSTING	YEAR TO DATE	CASH BALANCE	BALANCE OF FUNDS TO BE RECEIVED ON PROJECT	OUTSTANDING OBLIGATIONS AT POSTING PERIOD	UNOBLIGATED PROJECT BALANCE
1966 1-14	Project Approval					$408,957.21		$408,957.21
-24	Receipt #3215	$50,000.			$50,000.00	358,957.21		408,957.21
1-31	Project Transaction		$2,500.00	$2,500.00	47,500.00	358.957.21	$1,687.00	404,770.21
-18	Project Transaction		3,800.00	6,300.00	43,700.00	358,957.21	1,667.00	400,990.21

INSTRUCTIONS FOR MAINTAINING PROJECT CONTROL LEDGER- FORM 18AA-71

Column 4, 8, and 9 of this ledger will be posted periodically from sub-totals drawn on the "Record of Project Transactions" (Form 18AA-68). In posting the periodic sub-total from the "Record of Project Transactions," the Amounts Paid (Column 7) will be posted to Disbursements - Column 4 and 5 of this account. The posting in Column 4 will cover all disbursements made since the last posting. Column 9 (outstanding obligations) will be posted from the "Record of Project Transactions," Column 6, and represents the outstanding obligations at the close of the posting period. This ledger account must balance with the disbursements, outstanding obligations, and unobligated project balance as shown on the "Record of Project Transactions."

Column 1: Record the posting date of the transaction.

Column 2: Indicate source of posting information.

Column 3: Record the amount of funds received on this project.

The amounts entered in this column will be added to the Cash Balance (Column 6) and will be deducted from Balance of Funds to be Received on Project (Column 7).

Column 4: The posting to this column will be obtained from the periodic sub-total of Amounts Paid (Column 7) as reflected on the "Record of Project Transactions" (Column 7). Any refunds made to the North Carolina State Board of Education for cash on hand in excess of current requirements will be entered as a reduction of cash received, reducing the Cash Balance and increasing the Balance of Funds to be Received.

Column 5: The amounts in this column will be the accumulated total of detail amounts posted in Column 4.

Column 6: The amounts in this column will be accumulated by adding the detail amounts posted in Column 3 and deducting the detail amounts posted in Column 4, or the Year to Date Total in Column 5.

Column 7: The initial amount approved for the project will be posted in this column and such an amount will be reduced by the detail posting of Cash Received as recorded in Column 3. Subsequent amounts approved for a project (either increases or decreases) must be reflected by notation in the Reference Section (Column 2) and added or deducted for the existing balance in Column 7.

Column 8: The amounts posted in this column will be obtained from the periodic sub-totals as reflected on the "Record of Project Trans-

actions" and will be an updated balance as of the end of the posting period.

Column 9: The amounts posted to this column will come from the monthly sub-totals as reflected on the "Record of Project Transactions" and will be updated year-to-date balance as shown on that report for the Available Balance (Column 9).

FORM 186A-73

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

BUDGET CONTROL LEDGER

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

100 Administration - Salaries
(FEDERAL CODE SERIES) (PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			DISBURSEMENTS			
DATE	REFERENCE	APPROVED BUDGET	THIS POSTING	YEAR TO DATE	OUTSTANDING OBLIGATIONS	UNOBLIGATED BUDGET BALANCE
1969						
14	Project Approval	$19,680.00				$19,680.00
-31	Daily Total		$2,500.00	$2,500.00		17,180.00
18	Daily Total		2,900.00	5,400.00		14,280.00

FORM 10AA-7)

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

BUDGET CONTROL LEDGER

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

100 Adm. - Other Costs
(FEDERAL CODE SERIES) (PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
DATE	REFERENCE	APPROVED BUDGET	DISBURSEMENTS THIS POSTING	DISBURSEMENTS YEAR TO DATE	OUTSTANDING OBLIGATIONS	UNOBLIGATED BUDGET BALANCE
1-14	Project Approval	$6,700.00				$6,700.00
1-19	Daily Total				$ 987.00	5,713.00
1-31	Daily Total				1,687.00	5,013.00
2-15	Daily Total		$217.85	$217.85	1,667.00	4,815.15
2-18	Daily Total		682.15	900.00	1,667.00	4,133.00

INSTRUCTIONS FOR COMPLETION OF BUDGET CONTROL LEDGER FORM 18AA-73

A "Budget Control Ledger" account should be established *for each budget item contained in the approved project budget.*

Each of the "Budget Control Ledger" accounts will reflect on a daily basis the total transactions which have been posted to the "Subsidiary Ledger of Detail Expenditure Accounts" within each respective Federal Code Series. (For example, the daily posting to detail expenditure account codes 110-A, 110-C, 110-D, 110-E, etc., should be totaled and posted to "Budget Control Ledger" account 100 Administration - Salaries. The daily posting to detail expenditure account codes 130-A, 130-G, 130-L, 130-o, etc., would be totaled and posted to the "Budget Control Ledger" account 100 Administration - Other Costs).

Column 1: Record the posting date of the transaction.

Column 2: Indicate source of posting information.

Column 3: Record the amount as shown on your project application which has been approved by the Department of Public Instruction for a specific project.

Column 4: The posting to this column will be obtained by running an adding machine tape on each amount posted in the Amount Paid (Column 6) of the "Subsidiary Ledgers of Detail Expenditure Accounts" within each Federal Code Series.

Column 5: The amounts in this column will be the accumulated total of the detail amounts posted in Column 4. (As proof that the detail amounts have been accumulated correctly, an adding machine tape could be run on Disbursements Year-to-Date (Column 7) of the "Subsidiary Ledger of Detail Expenditure Account" within each respective Federal Code Series).

Column 6: The posting to this column will be obtained by running an adding machine tape on the last amount shown in Outstanding Obligations To Date (Column 5) of the "Subsidiary Ledger of Detail Expenditure Accounts" within each Federal Code Series.

Column 7: The amount to be entered in this column will be obtained by the following calculations:

Deduct the last amount shown for Disbursements Year-to-Date (Column 5) and also deduct the last amount shown for Outstanding Obligations (Column 6) from the total approved budget amount as entered in the

Approved Budget (Column 3).

At least once a week the last amount shown for the Unobligated Balances (Column 7) on all "Budget Control Ledger" should be totaled and this total balanced to the last entry in the Available Balance (Column 9) as shown on the "Record of Project Transactions." Should a discrepancy exist, the error must be found and corrected by re-checking the daily Unobligated Budget Balances (Column 7) as shown on the "Budget Control Ledgers" to the Available Balance (Column 9, of the same date) as recorded on the "Record of Project Transactions."

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

SUBSIDIARY LEDGER
OF DETAIL EXPENDITURE ACCOUNTS

ACCOUNT CODE 611.2 (STATE) 110G (FEDERAL)

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

ACCOUNT NAME Salaries - Supt. Office
(PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			TRANSACTIONS			
DATE	REFERENCE	CONTROL	AMOUNTS OBLIGATED AND (LIQUIDATED)	OUTSTANDING OBLIGATIONS TO DATE	AMOUNTS PAID	DISBURSEMENTS YEAR TO DATE
69 1-31	Payroll Ending January 31				$2,500.00	$2,500.00
2-18	Payroll Ending February 18				2,900.00	5,400.00

FORM 18AA-74

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

SUBSIDIARY LEDGER
OF DETAIL EXPENDITURE ACCOUNTS

ACCOUNT CODE 612 (STATE) 130G (FEDERAL)

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

ACCOUNT NAME Other Costs - Supt. Office
(PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			TRANSACTIONS			
DATE	REFERENCE	CONTROL	AMOUNTS OBLIGATED AND (LIQUIDATED)	OUTSTANDING OBLIGATIONS TO DATE	AMOUNTS PAID	DISBURSEMENTS YEAR TO DATE
1969						
1-19	P. O. #497	X	$ 220.00			
1-19	#498		625.00			
1-19	#499		142.00	$ 987.00		
1-31	P. O. #522		700.00	1,687.00		
2-15	Vo. #1314 (#497)	X	(220.00)	1,467.00	$ 217.85	$ 217.85
2-15	P. O. #531		200.00	1,667.00		217.85
2-18	Vo. #2113			1,667.00	682.15	900.00

INSTRUCTIONS FOR MAINTENANCE OF SUBSIDIARY LEDGER OF DETAIL EXPENDITURE ACCOUNTS, FORM 18AA-74

A detail expenditure account should be maintained by the administrative unit for each active expenditure account code on each approved project. The total account code for both State and Federal should govern the expenditure accounts that are established. At the end of the fiscal year in filing the financial report with the Controller's Office, each administrative unit will need to include disbursements made from Title I funds which would be secured from these accounts by using the State Account Code. At the close of each project, a "Project Financial Completion Report" must be filed. The information for this report would be secured by using the Federal Account Code.

It is entirely possible to have more than one account for a particular Federal Account Code because of the difference in a State Account Code. For example, an expenditure for "Travel" of some employee in the superintendent's office that is charged to a Title I project would be coded 612-130G. An expenditure for "Office Supplies" in the superintendent's office that is charged to a Title I project would be coded 613-130G. For the illustration given above and all similar situations, a separate ledger account would be established on the total coding (State and Federal). In filing the "Project Financial Completion Report," All 130-G accounts would be totaled in entering the expenditures on the report for this item. In filing the financial report with the Controller of the State Board of Education, all accounts with a similar State code would be added together. This method of establishing expenditure accounts will eliminate the necessity of keeping two sets of books on these expenditures.

Transaction Posting

Column 1: Entries in this column must be made daily as the transactions occur; therefore, dates will appear in consecutive order. Enter the date of the issuance of each purchase order and the date of each voucher written. This column will also reflect the date of any cancelled purchase orders or any cancelled vouchers as well as the date of deposit for any refund of a prior disbursement.

Column 2: Enter the number of the purchase order at the time of issuance and again at the time of liquidation by payment of cancellation. Place parentheses () around the purchase order number from each transaction reflecting a liquidation or cancellation.

Also enter the number of each voucher in this column. The payroll may be posted in summary totals for each account code and a sample reference notation would be "payroll Date Ending _____."

In the case of a voucher cancellation, enter the voucher number in parentheses (). Also, in the case of receipt of a cash refund of a prior disbursement, indicate in parentheses () the voucher number which represents the original disbursement and enter the word - Refund.

Column 3: CONTROL -- Whenever an obligation is liquidated or cancelled, place a check mark (√) beside the original entry for the obligation. This provides visual control on the obligations not yet liquidated.

Column 4: Enter the amounts of all obligations incurred by the issuance of purchase orders. Also enter the amounts of obligations liquidated, either by payment or cancellation, and place these amounts in parentheses in this column.

In the event of a partial delivery of a purchase order, resulting in a partial payment, the entire amount of the purchase order will be liquidated for Column 4, resulting in a decrease in Outstanding Obligations To Date (Column 5). The actual amount of the payment will be recorded in Column 6, resulting in an updated expenditure total in Column 7. Immediately following this entry, a new entry with the same purchase order number will be established in Column 2 for the remaining unfilled items on the purchase order and the remaining balance of the obligation for those items will be recorded in Column 4, resulting in an increase in "Outstanding Obligations To Date," Column 5.

At the time a purchase order is completely liquidated by either payment or cancellation, it should be determined that the entire amount of the purchase order has been completely liquidated in this column regardless of the fact that the invoice submitted and the check issued is more or less than the original amount obligated.

Column 5: The amounts in this column will be the accumulated new total of the detail amounts posted in Column 4.

The amount shown in this column at any time should represent the unpaid amounts of the outstanding Purchase Orders.

Column 6: Enter the amount of each voucher issued in this column. This column will reflect in parentheses () as a minus figure any cancelled voucher or any refund of a prior disbursement. The payroll may be posted in summary totals for each account.

Column 7: The amounts in this column will be the accumulated total of the detail amounts posted in Column 6.